



REPORT

OF THE

COMMISSIONERS OF THE DISTRICT OF COLUMBIA

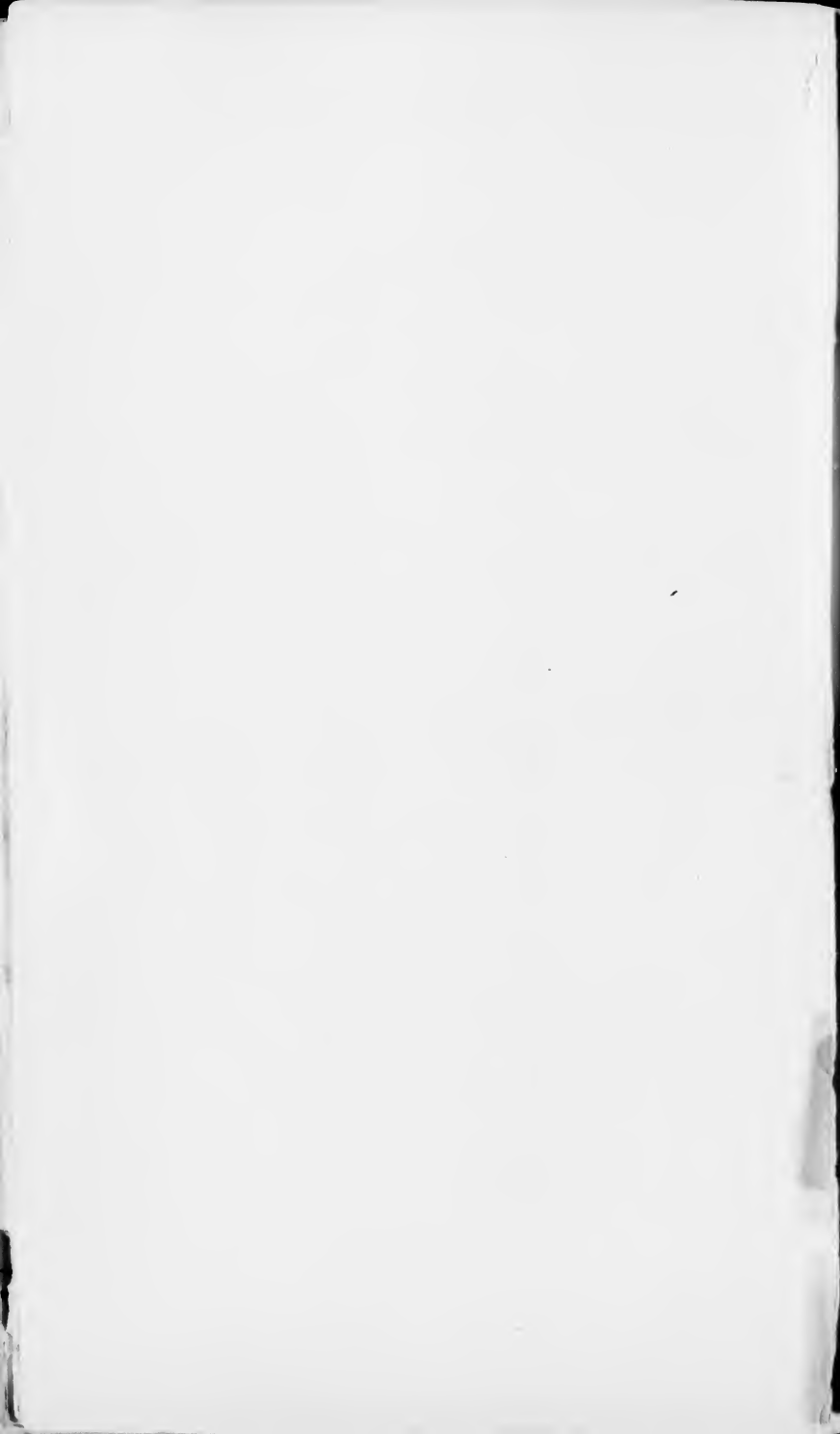
FOR THE

YEAR ENDED JUNE 30, 1901.

VOL. IV.

[REPORT OF BOARD OF EDUCATION.]

WASHINGTON:
GOVERNMENT PRINTING OFFICE,
1902.



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SCHOOL CALENDAR.

1901. School openedSeptember 23.
Thanksgiving.....November 28 to December 1, both inclusive.
ChristmasDecember 23 to January 1, 1902, both inclusive.
1902. Washington's Birthday....February 22.
Easter.....March 28 to April 4, both inclusive.
Memorial day.....May 30.
School closesJune 18.
School opensSeptember 22.

SCHOOL DIRECTORY OF THE BOARD OF EDUCATION OF THE DISTRICT OF COLUMBIA.

1901-1902.

MEMBERS.

HENRY V. BOYNTON, 1321 R street NW.
GEORGE H. HARRIES, Fourteenth and East Capitol streets.
MRS. H. L. WEST, 1364 Harvard street NW.
MRS. J. R. FRANCIS, 2112 Pennsylvania avenue NW.
J. HOLDSWORTH GORDON, 330 John Marshall place NW.
RICHARD KINGSMAN, 711 East Capitol street.
JAMES F. BUNDY, 420 Fifth street NW.

OFFICERS OF THE BOARD.

President, HENRY V. BOYNTON, 1321 R street NW.
Vice-president, GEORGE H. HARRIES, Fourteenth and East Capitol streets.
Secretary, W. F. RODRICK, 151 Kentucky avenue SE.

CLERKS.

W. W. CONNER, 1119 Fifth street NE.
J. W. F. SMITH, 816 Fourth street NW.
J. W. DE MAINE, 1001 New Hampshire avenue NW.

MESSENGER.

R. O. WILMARTH, 227 John Marshall place NW.

MEETINGS OF THE BOARD.

The stated meetings of the Board of Education are held on Wednesday of each week.

LIST OF COMMITTEES OF THE BOARD OF EDUCATION.

On rules and by-laws.—Bundy, Gordon, Mrs. West.
Ways, means, and supplies.—Boynton, Harries, Bundy.
Buildings, repairs, and sanitation.—Kingsman, Gordon, Mrs. Francis.
Normal and high schools and scholarships.—Harries, Gordon, Mrs. Francis, Boynton
Teachers and janitors.—Mrs. West, Kingsman, Bundy.
Text-books.—Gordon, Kingsman, Mrs. Francis.
Industrial education and special instruction.—Mrs. Francis, Harries, Mrs. West.
Military affairs.—Harries, Gordon, Boynton.

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA.

OFFICE OF SUPERINTENDENT.

Franklin School.

A. T. STUART, Superintendent of Schools.

Mrs. IDA GILBERT MYERS, Assistant Superintendent.

W. S. MONTGOMERY, Assistant Superintendent.

FIRST DIVISION.

Supervising principal, Mr. C. S. CLARK.

Office, Dennison School; residence, The Manhattan, 1501 Park street, Mount Pleasant.

Name.	Location.	Name and residence of principal.
Adams	R street, between 17th street and New Hampshire avenue NW.	Mrs. C. B. Smith, 1522 9th street NW.
Berret	14th and Q streets NW.	Miss M. C. McGill, 1345 Corcoran street NW.
Dennison	S street, between 13th and 14 streets NW.	Miss K. E. Rawlings, 3445 Holmead avenue NW.
Force	Massachusetts avenue, between 17th and 18th streets NW.	Mr. B. W. Murch, 627 Florida avenue NE.
Franklin	13th and K streets NW.	Mr. S. E. Kramer, 1315 Q street NW.
Harrison	13th street, between V and W streets NW.	Miss A. L. Sargent, 1454 Sheridan avenue NW.
Hubbard	Kenyon street, between 11th and 12th streets NW.	Mr. Horton Simpson, 1758 Corcoran street NW.
Johnson	School street, Mount Pleasant.	Miss C. G. Brewer, The Stratford, Mount Pleasant.
Phelps	Vermont avenue, between T and U streets NW.	Miss C. L. Garrison, 1425 Welling place NW.
Thomson	12th street, between K and L streets NW.	(See Franklin School.)

SECOND DIVISION.

Supervising principal, Mr. N. P. GAGE.

Office, Seaton School; residence, 1126 Fifth street NW.

Acting supervising principal, Miss FLORA L. HENDLEY.

Residence, 1216 L street NW.

Abbott	6th street and New York avenue NW.	Miss Metella King, 721 Irving street NW.
Eckington	1st and Quincy streets NE.	Miss S. C. Collins, 623 I street NW.
Henry	P street, between 6th and 7th streets NW.	Miss A. A. Chesney, 614 Q street NW.
Morse	R street, between New Jersey avenue and 5th street NW.	Miss S. E. White, 2700 13th street NW.
Polk	7th and P streets NW.	Miss M. E. Bond, 818 New Jersey avenue NW.
Seaton	I street, between 2d and 3d streets NW.	Miss F. Freyhold (acting), 236 1st street SE.
Twining	3d street, between N and O streets NW.	Miss Adelaide Davis, 425 New Jersey avenue SE.
Webster	10th and H streets NW.	Miss S. B. Kent, 900 M street NW.

THIRD DIVISION.

Supervising principal, Mr. J. T. FREEMAN.

Office, Wallach School; residence, 1115 East Capitol street.

Brent	3d and D streets SE.	Miss A. L. Grant, 507 East Capitol street.
Carbery	5th street, between D and E streets NE.	Miss M. E. Little, 710 A street NE.
Dent	2d street and South Carolina avenue SE.	Miss M. E. Kealey, 715 East Capitol street.
Hilton	6th street, between B and C streets NE.	Miss J. M. Rawlings, 517 A street SE.
Lenox	5th street, between G street and Virginia avenue SE.	Miss V. L. Nourse, 415 C street SE.
Maury	B street, between 12th and 13th streets NE.	Miss M. G. Kelly, Riggs Hotel, 15th and G streets NW.
Peabody	C and 5th streets NE.	Miss M. A. Aukward, 128 D street SE.
Towers	8th and C streets SE.	Miss N. M. Mack, 624 A street SE.
Wallach	D street, between 7th and 8th streets SE.	Miss Annie Beers, 117 4th street SE.

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA.

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FOURTH DIVISION.

Supervising principal, Dr. E. G. KIMBALL.

Office, Jefferson School; residence, 1204 Massachusetts avenue NW.

Name.	Location.	Name and residence of principal.
Amidon	F and 6th streets SW	Miss M. L. Smith, 903 French street NW.
Arthur	Arthur place NW	Miss H. P. Johnson, The Lafayette.
Bradley	13½ street, between C and D streets SW.	Miss M. E. Martin, 708 B street SW.
Greenleaf	4½ street, between M and N streets SW.	Miss A. B. Neumeyer, 417 10th street SW.
Jefferson	D and 6th streets SW	Mr. Isaac Fairbrother, 949 Virginia avenue SW.
McCormick	3d street, between M and N streets SE.	Miss Antoinette Clements, 420 10th street NW.
Potomac	12th street, between Maryland avenue and E street SW.	Miss M. E. Garrett, 718 B street SW.
Smallwood	I street, between 3d and 4½ streets SW.	Mr. C. A. Johnson, 2011 S street NW.

FIFTH DIVISION.

Supervising principal, Mr. B. T. JANNEY.

Office, Curtis School; residence, 1671 Thirty-first street NW.

Addison	P street, between 32d and 33d streets NW.	Miss E. L. Godey, 1511 32d street NW.
Conduit Road	Conduit road	Miss H. L. Luckel, 1755 L street NW.
Corcoran	28th street, between M street and Olive avenue NW.	Miss M. F. Gore, 1147 New Hampshire avenue NW.
Curtis	O street, between 32d and 33d streets NW.	Miss E. M. Chase, 1363 Yale street NW.
Fillmore	35th street, between U and V streets NW.	Miss T. C. Roeser, 2314 18th street NW.
Grant	G street, between 21st and 22d streets NW.	Mr. S. M. Ryder, 34 Q street NE.
Industrial Home .....	.....	Mrs. B. B. McCaslin, Industrial Home, D.C.
Jackson	U street, between 30th and 31st streets NW.	Mrs. L. A. Bradley, 1322 Rhode Island avenue NW.
Reservoir	Conduit road, near reservoir	Mr. H. W. Draper, 1510 30th street NW.
Threlkeld	36th street and Prospect avenue NW.	Mr. R. L. Haycock, 3243 Prospect avenue NW.
Toner	24th and F streets NW	Miss Euphemia Macfarlane, 920 16th street NW.
Weightman	23d and M streets NW	Miss F. L. Reeves, The Lafayette.

SIXTH DIVISION.

Supervising principal, Mr. W. B. PATTERSON.

Office, Gales School; residence, The Princeton.

Blair	I street, between 6th and 7th streets NE.	Miss E. F. Goodwin, 1437 Rhode Island avenue NW.
Blake	North Capitol street, between K and L streets NW.	Miss F. M. Roach, 1826 North Capitol street.
Gales	1st and G streets NW	Miss K. T. Brown, 1838 Cincinnati street NW.
Hayes	5th and K streets NE	Miss A. M. Clayton, 1418 9th street NW.
Madison	10th and G streets NE	Miss Emma Mueden, 437 M street NW.
Pierce	G and 14th streets NE	Miss M. J. Austin, 728 F street NE.
Taylor	7th street, near G street NE	Miss E. C. Dyer, 1702 9th street NW.
Webb	15th and Rosedale streets NE	Miss A. J. Bell, 33 B street SE.

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA.

SEVENTH DIVISION.

(County.)

Supervising principal, Mr. J. R. KEENE.

Office, Monroe School; residence, Brightwood, D. C.

Name.	Location.	Name and residence of principal.
<i>White.</i>		
Brightwood	Brightwood	Mr. W. E. Nalley, Brightwood.
Brookland	Brookland	Mr. C. K. Finckel, 615 Spruce street NW.
Chevy Chase	Connecticut avenue extended	Miss M. Ellen Given, 1429 Q street NW.
Hamilton	Bladensburg road	Miss E. P. Kirk, 819 R street NW.
Langdon	Langdon	Miss A. M. Sisson, The Henrietta.
Monroe	Steuben street, between Brightwood and Sherman avenues NW.	Mr. C. N. Thompson, 1104 12th street NW.
Takoma	Takoma	Miss Margaret Bayly, 1333 11th street NW.
Tenley	Tenley	Mr. W. B. Ireland, Wisconsin avenue, Ten- ley.
Woodburn	Riggs and Blair roads	Miss H. E. King, 5th and Morrison streets NW.
<i>Colored.</i>		
Brightwood	Military road	Mr. A. P. Lewis, 2232 6th street NW.
Bruce	Marshall street, between Brightwood and Sherman avenues NW.	Mr. E. R. Beckley, 2516 Brightwood avenue NW.
Bunker Hill Road	Bunker Hill road	Mr. D. I. Renfro, 1628 5th street NW.
Grant Road	Grant road, near Connecticut avenue extended.	Mrs. L. I. Hawkesworth, Howard Univer- sity.
Ivy City	Ivy City	Miss L. E. Waring, 518 T street NW.
Chain Bridge Road	Chain Bridge road	Mr. H. W. Freeman, Jr., 1222 16th street NW.
Mott	6th and Trumbull streets NW	Miss Jennie Spear, 1217 W street NW.
Orphans' Home	Eighth street extended	Miss N. A. Plummer, Hyattsville, Md.
Wilson	Central avenue, between Erie and Superior streets NW.	Mr. F. L. Cardozo, Jr., 2236 6th street NW.

EIGHTH DIVISION.

(City and county.)

Supervising principal, Mr. H. M. JOHNSON.

Office, Tyler School; residence, Anacostia, D. C.

<i>White.</i>		
Buchanan	E street, between 13th and 14th streets SE.	Miss M. R. McCauslen, 710 East Capitol street.
Cranch	12th and G streets SE.	Miss M. J. Peabody, 725 13th street SE.
Tyler	11th street, between G and I streets SE.	Miss S. A. Langley, 311 6th street SE.
Benning	Benning	Mr. J. H. Voorhees, Kenilworth, D. C.
Congress Heights	Congress Heights	Mr. H. F. Lowe, 113 6th street NE.
Good Hope	Good Hope	Miss C. J. Mathis, 714 4th street SE.
Van Buren	Jefferson street, Anacostia	Mr. S. M. Ely, 50 S street NW.
Van Buren annex	Washington street, Anacostia	Miss M. C. Thompson, 741 7th street SE.
Orr	Twining City	
<i>Colored.</i>		
Benning Road	Near Benning	Mr. J. E. Syphax, 1631 L street NW.
Birney	Howard avenue, Hillside	Miss F. J. Smith, 1524 Pierce place NW.
Burrville	Burrville	Mr. H. W. Lewis, 1225 Linden place NE.
Garfield	Garfield	Mr. F. J. Cardozo, 301 2d street SW.

NINTH DIVISION.

Supervising principal, Mr. E. W. BROWN.

Office, Sumner School; residence, 924 Twenty-fourth street NW.

Name.	Location.	Name and residence of principal.
Briggs	E and 22d streets NW	Mr. F. L. Cardozo, 2216 13th street NW.
Garrison	12th street, between R and S streets NW.	Miss K. U. Alexander, 1512 Pierce place NW.
Magruder	M street, between 16th and 17th streets NW.	Miss A. M. Mason, 2218 I street NW.
Phillips	N street, between 27th and 28th streets NW.	Miss G. F. Smith, 1613 Madison street NW.
Stevens	21st street, between K and L streets NW.	Mr. J. C. Nalle, 1429 Pierce place NW.
Sumner	M and 17th streets NW	Miss M. E. Gibbs, 1363 Kenesaw street NW.
Wormley	Prospect street, between 33d and 34th streets NW.	Miss A. T. Howard, 2006 17th street NW.

TENTH DIVISION.

Supervising principal, Dr. J. H. N. WARING.

Office, John F. Cook School; residence, 307 Elm street NW.

Banneker	3d street, between K and L streets NW.	Mr. J. W. Cronwell, 1439 Pierce place NW.
Douglass	1st and Pierce streets NW	Miss H. A. Hebborn, 1129 24th street NW.
Garnet	U and 10th streets NW	Miss Lucinda Cook, 2224 6th street NW.
John F. Cook	O street, between 4th and 5th streets NW.	Miss S. C. Lewis, 1120 19th street NW.
Jones	L and 1st streets NW	Miss K. C. Lewis, 2439 Brightwood avenue.
Logan	3d and G streets NE	Miss M. L. Washington, 1902 N street NW.
Patterson	Vermont avenue, near U street NW.	Miss C. A. Patterson, 1532 15th street NW.
Slater	P street, between North Capitol and 1st streets NW.	Miss E. A. Chase, 1109 I street NW.

ELEVENTH DIVISION.

Supervising principal, Mr. J. B. CLARK.

Office, Lincoln School; residence, 1726 Eighth street NW.

Ambush	L street, between 6th and 7th streets SW.	Miss R. J. Baldwin, 1234 4th street NW.
Anthony Bowen	9th and E streets SW	Miss J. C. Grant, 1448 Pierce place NW.
Bell	1st street, between B and C streets SW.	Miss L. F. Dyson, 101 7th street SE.
Giddings	G street, between 3d and 4th streets SE.	Miss L. A. Smith, 903 U street NW.
Lincoln	2d and C streets SE	Miss M. P. Shadd, 2110 14th street NW.
Lovejoy	12th and D streets NE	Miss M. A. Wheeler, 1626 L street NW.
Payne	15th and C streets SE	Miss M. L. Jordan, 312 3d street SW.
Randall	1st and I streets SW	Mrs. M. E. Tucker, 413 B street SE.

HIGH SCHOOLS.

Director, Dr. F. R. LANE.

Office, Central High School; residence, 1437 Q street NW.

Central High	O street, between 6th and 7th streets NW.	Mr. P. M. Hughes, 318 B street NW.
Eastern High	7th street, between Pennsylvania avenue and C street SE.	Mr. M. F. F. Swartzell, 1912 5th street NW.
Western High	35th and T streets NW	Miss E. C. Westcott, 1718 Corcoran street NW.
Business High	1st street, between B and C streets NW.	Mr. Allan Davis, 900 11th street SE.
M Street High	M street, between 1st street and New Jersey avenue NW.	Mrs. Anna J. Cooper, 1706 17th street NW.

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA.

NORMAL SCHOOLS.

Name.	Location.	Name and residence of principal.
Number 1.....	Franklin school, 13th and K streets NW.	Miss Anne M. Goding, The Hawarden, 1421 R street NW.
Number 2.....	Miner school, 17th and Madison streets NW.	Miss L. E. Moten, 728 4th street NW.

MANUAL TRAINING SCHOOLS.

Director, Mr. J. A. CHAMBERLAIN.

Office, Manual Training School No. 1; residence, 1909 3d street NW.

Number 1.....	Rhode Island avenue, corner 7th street NW.	Mr. A. I. Gardner, 1115 O street NW.
Number 2.....	P street, between 1st and 3d streets NW.	Dr. W. B. Evans, 1926 11th street NW.

DIRECTORS OF SPECIAL WORK.

Primary work	Miss E. A. Denny.....	The Lincoln.
Music	Miss A. E. Bentley.....	1718 Corcoran street NW.
Drawing	Mrs. S. E. W. Fuller	2611 Messmore avenue.
Cooking	Miss E. S. Jacobs	927 Westminster street NW.
Sewing	Mrs. M. W. Cate	217 I street NW.
Physical culture.....	Miss Rebecca Stoneroad	1330 Wallace place NW.
Kindergartens.....	Miss Catherine R. Watkins.....	1246 10th street NW.
Night schools.....	Mr. R. R. Riordon.....	922 Pennsylvania avenue SE.
Librarian.....	Miss Mina Goetz	1408 31st street NW.

ASSISTANT DIRECTORS OF SPECIAL WORK.

Primary work	Miss E. F. G. Merritt.....	1109 I street NW.
Music	Miss H. A. Gibbs	14 N street NW.
Drawing	Mr. T. W. Hunster	1476 Kenesaw avenue.
Manual training	Mr. J. H. Hill	227 Wilson street NW.
Cooking	Miss M. B. Cook	215 Prince street, Alexandria, Va.
Sewing	Miss C. E. Syphax	1415 Corcoran street NW.
Physical culture.....	Miss H. B. George	619 B street NE.
Night schools.....	Mr. F. L. Cardozo, jr.....	2236 6th street NW.

REPORT OF THE BOARD OF EDUCATION.

To the Commissioners of the District of Columbia:

The Board of Education has the honor to submit its first annual report.

On entering upon its duties it found a school organization with vigorous life and large dimensions, of which any city in the land might well be proud. It was not a mushroom growth. It had through many years received the attention of eminent citizens, both men and women, who had freely given their time and efforts without other compensation than is the reward of patriotic effort in any field. Congress, step by step, had kept pace with the rapid development and provided the means of uninterrupted growth, and thus placed the citizens of the District under deep obligations.

If it had been a perfect system it would not have been an earthly system. Congress in its wisdom, after formal inquiry, declared the existence of certain defects and substituted a new organization with new powers for the former board of trustees. Thus the present Board of Education came into existence.

From the day of its organization it has kept steadily in view all points of criticism evolved by the inquiry ordered by the Senate and set forth in its report. The board believes that those things which the report condemned have been corrected, and that excellent progress has been made along lines which it pointed out. Text-books have been supplied where the Senate inquiry indicated a want of them, and more active drill in elementary branches has been instituted, in which it was declared that drill was lacking.

The wisdom of Congress in placing both white and colored schools under one superintendent, and thus assuring both an equality in every department of school administration, has been fully vindicated by the excellent results which have followed.

The development of practical education in our school system has received every encouragement which the Board of Education has been able to give, and special attention is directed to the good results obtained in the cooking, sewing, dressmaking, wood and iron working, and the mechanical and art drawing schools, and to the comprehensive education of the Business High School.

The liberality of Congress in its last appropriations has further

strengthened and enlarged school work, and it is hoped that as the reorganized system is one devised by Congress that body will be inclined to provide whatever may be necessary to extend it along the lines which it has approved.

REPORT OF THE SUPERINTENDENT.

It is with great satisfaction that the board calls attention to the report of Superintendent Stuart and to those of his entire supervisory force. These latter officers have discharged their varied duties with an energy and ability which deserve the highest praise, and it is earnestly hoped that the Commissioners will give full consideration to their recommendations.

The report of Superintendent Stuart presents in great detail the dimensions and the workings of all branches of our extended school system. The report of the Board of Education can be little more than a summary of what the superintendent sets forth in a comprehensive and striking manner. It is a pleasure to ask close attention to it as a picture of our existing system and a clear presentation of its immediate needs.

The board but discharges a plain duty in putting on record its high appreciation of the energy, ability, and devotion to his work which have characterized the service of Mr. Stuart. The board has been in close touch and thorough accord with him upon all questions pertaining to his varied and most important duties.

THE DIVISIONAL REPORTS.

The several reports of the director of high schools, the director of the manual-training schools, of the supervising principals, and of the directors of each branch of special study, which are included in the report of the superintendent, are each worthy of and should receive the careful attention of every one having even an ordinary interest in the schools. When taken together they reveal an organization for the training of the children and youth of Washington in which every citizen should feel the greatest pride. Nor should this pride exist only in the District, since there is no corner of the land so remote that it does not receive direct benefits from these excellent schools through the children of its representatives in the various ranks of the public service from the President down.

STANDING AND PAY OF TEACHERS.

The whole body of teachers is a most enthusiastic force, and the scholars take rank with the best to be found in the common schools of the land. It is a matter of pride to find in our schools the children of the President, of Senators, and of Representatives, and of every rank

of public officials of our own land, and the children of foreign ambassadors, as well. This high class of pupils requires ability and earnest application on the part of teachers.

The board regards it as a duty, as it is a pleasure, to urge that provision be made for an increase of salaries, both in the lower and intermediate grades. Some recommendations with regard to the higher salaries have been incorporated in the annual estimates, and the board expresses its earnest desire that an advance for the lower grades also may receive the approval of Congress. These latter salaries are so much below what is paid for similar services in the larger cities of the country that it is difficult to command, and much more difficult to retain for long terms, the highest class of teaching ability. As to the teachers in the lower grades, it does not seem to be in keeping with the other elements of the splendid school organization which Congress has provided that 88 teachers should receive less than assistant messengers in the executive departments; that 137 should receive less than laborers; that 131 should be paid less than hostlers; that 158 should receive less than elevator boys and the head scrubbing women and spittoon cleaners.

PRACTICAL, ÆSTHETIC, AND PATRIOTIC TRAINING.

The new buildings of the white and colored manual training schools, which Congress, in its desire to promote practical education, has provided, are nearly completed. They not only take rank architecturally with the beautiful public buildings of the capital, but their equipment and course of study will give them standing among the best institutions of the kind in the country. They are proper exponents of the universal demand of these practical times for practical education.

While that which is denominated practical is thus receiving prominent recognition in the schools of the District, all subjects embraced in what are now included in modern common-school education are receiving full attention. Careful physical training goes hand in hand in every grade with mental development. Music is made one of the delights of school life. Every schoolroom in the District and the halls of the buildings are made cheerful and attractive by growing plants and pictures, provided in the main from the small salaries of the teachers. There should be a special fund from which such important auxiliaries could be purchased within reasonable limitations.

This plant decoration is regarded by the board as an educational element of much value, and it has the honor to recommend that the Commissioners request Congress to authorize the Secretary of Agriculture, the Commissioner of Public Buildings and Grounds, and the Superintendent of the Botanic Garden, at their discretion, to furnish such surplus of potted plants for the schools as can be spared from time to time from the gardens and greenhouses under their control.

Not only does the flag float over every school building, but flags are prominent in the decorations of each schoolroom and daily receive patriotic attention. No one can witness the tots of the kindergartens receiving their flags for a march with infantile salutes, or the more formal ceremonies of the upper grades in reverence for the flag, without feeling assured that those thus taught will grow up patriots.

KINDERGARTENS.

The kindergartens and the high schools are the Alpha and Omega of the organization. The one is the school nursery, where the seeds of education are planted, the other the beautiful and rich fruit resulting from all intermediate cultivation. There are 33 of these kindergartens located, as far as possible, in neighborhoods where there is the greatest need for them. The teachers in these kindergartens have all been especially trained for the work at their own expense, no such training being yet provided for them in the Washington Normal School.

The children of the kindergartens are, in a large degree, from the homes of hard-working people, who are able to devote only a small portion of time to the little ones. The kindergarten teacher, therefore, is not only the instructor of the children, but acts in the capacity of mother. In some instances she has to call for and take the tiny pupils home. It is always her endeavor to instill into their minds and hearts a love for the good and the beautiful, with sufficient moral training to direct the little ones in the paths of rectitude and good citizenship. Love for father and mother, as well as a spirit of kindness and gentleness toward all, are forcibly brought out in kindergarten teaching. The children are also taught the work relating to the various trades, while the habits, usefulness, and the care of animals and birds, and the value and use of vegetables, grains, and flowers are emphasized in games and plays.

Generosity and thoughtfulness for others, neatness and sociability, as well as a spirit of thankfulness for earthly blessings, are developed at the tables where the little ones gather to eat their daily lunches. The first principles of arithmetic are taught in combination with picture making and building. In the kindergarten is laid the foundation of the practical and scientific education of the high school, and there is no question that the thoughts and habits inculcated in these primary lessons are of enormous assistance to the pupils as they advance in life.

HIGH SCHOOLS.

The high-school development under the present management has been steady and most satisfactory. The Board of Education believes that every encouragement and support should be given to these colleges of the people. The leading educational journals of the country

show that the high-school branch of the common-school system is rapidly extending in all sections and that public sentiment is calling for their establishment where they do not exist and supporting measures for perfecting those in operation. The board takes satisfaction in the belief that the high schools of the national capital will continue to take rank with the best.

NORMAL SCHOOLS.

The great body of excellent, efficient, and most devoted teachers who are graduates of our normal schools demonstrates the value and the success of the normal division of the school system.

These schools have an excellent organization and are well equipped with skilled and enthusiastic teachers, all of whom seem keenly sensible of the responsibility laid upon them of fitting young men and women for successful careers as teachers in their home city. The pressing need of the normal school of the first eight divisions is a building adapted to its uses. Provision will be made in next year's estimates for remodeling the Henry School, with a view to its occupancy by the normal and training schools. It is contemplated in the near future to extend the scope of this school by the addition of a training school for kindergarten teachers. It is thought that teachers graduating from a department attached to our present normal school will be in close sympathy with the grade work and will apprehend better their relations to the general school system than is possible when they come from schools in no way identified with the public schools.

NIGHT SCHOOLS.

In every community there is found a large class of young men and women who were compelled to leave school for the purpose of seeking a livelihood before even an elementary education had been acquired. Our night schools aim to provide means by which such persons may be helped in their commendable efforts toward self-improvement, but so great are the differences in the ages of pupils and their degrees of advancement that our courses of instruction must be made quite general in their nature, permitting neither a close classification of pupils nor much attention to the needs of individuals. The sessions are necessarily short, the opportunities on the part of the pupils for methodical study few, and the attendance liable to be irregular from various causes. For these reasons a high standard of teaching, combined with a real enthusiasm for the work in hand on the part of the teacher, seems even more essential than in the day schools.

The class of students who attend our night schools have a claim upon the community not second to those in any other department of the school system, while their manifest eagerness to learn under dis-

couraging conditions appeals strongly to the sympathy of their teachers and enlists their very best efforts.

It is fortunate that under the terms of the law of Congress teachers of the day schools may be employed in the night schools, thus giving the board the choice of the highest order of teaching skill.

Plans are already formulated for consolidating all evening schools throughout the city into a stronger, more centralized, and more carefully graded organization, and placing them under the immediate supervision of a director of night schools.

PHYSICAL TRAINING.

Physical training is an accomplished fact of our school curriculum with a reach that extends from the beginning of the kindergarten period, where it expresses itself in games and plays, to the end of the high school and manual-training courses, where it culminates in the definite work of the gymnasium and the military training of the cadets. All along the line between these two points there is an adaptation of exercise to condition that makes a completely organized and well-fitted instrument of development.

The obvious purpose of this work is to give orderly exercise and conscious training to the body; to complement and reenforce mental activity by a controlled and directed bodily activity; to supply that change of work which constitutes the most complete change and recreation, and to compensate, as far as possible, for the need of more time out of doors and for gymnasium facilities adequate to meet the requirements of the pupils.

The immediate instrument for the accomplishment of this purpose is a director of this subject, whose office it is to grasp it broadly in all of its bearings and relations—one who combines a thorough technical knowledge with a complete comprehension of the spiritual and mental stages incident to development and one who adds to these qualifications the sympathy and professional skill of a teacher. The director's work must be supplemented in the schoolroom by the earnest intelligence of the regular teacher, to the end that the subject of physical training may bear its full measure of value. One important aspect of the subject is its relation to the other parts of the curriculum—to physiology and hygiene, to music, to penmanship, to drawing, and to manual training, each of which should be definitely used as an instrument of physical training.

When the value of the school garden and the public playground is fully realized by us and the way for their accomplishment is open to us, they, too, will relate themselves logically to this subject—becoming a certain means in the fulfillment of its purpose. We are not completely supplied with all facilities and appliances, but these will come as the result of time and effort. The subject, as a whole, is in a very satisfactory condition.

COMMITTEE REPORTS.

The report of the committee on rules will show the attention which the board has given to a firm establishment of the merit system, by assuring teachers a secure tenure during efficient service and declaring that merit shall be the controlling element in promotions.

The question of sanitation has received constant and close attention. The committee having that subject in charge has been untiring in its work, and this work has resulted in securing for the school buildings a sanitary condition which is not surpassed in any city or in any of the public buildings of Washington. The board gives most emphatic approval to the proposition for daily medical inspection of the schools for the purpose of discovering the earliest symptoms of contagious diseases.

It is respectfully urged that the Commissioners of the District give special attention to the question raised by the committee on buildings, repairs, and sanitation of admitting the Board of Education to conference upon the plans and specifications for new school buildings.

The work of the committee on text-books has been of a peculiarly important character. In addition to the care bestowed in selecting new books, it has given attention to ascertaining errors in those which it found in use. As a result, upon its recommendations, the study of five of the most widely known histories of the United States was suspended because of grave errors of fact in the chapters on the civil war. The publishers were notified that their books could not be restored until these errors were corrected. It is due to all publishers concerned to say that they promptly agreed to correct the errors thus pointed out. This was done and new editions issued, and upon the recommendations of the committee on text-books the histories in question were restored to use. The books thus corrected were the school histories of Dr. John Fiske; Prof. John Bache McMasters, of the University of Pennsylvania; Barnes; Johnston, of Princeton University, and Montgomery.

The committee on industrial instruction has had a task of magnitude to perform in addition to its ordinary duties in the organization of the two manual-training schools and the night schools. This work has been performed in a manner which deserves, and will undoubtedly receive, public approval. Its report sets forth what has been accomplished in these new divisions of its work in most interesting detail. The same is true of its presentation of the progress made in each of the departments of special instruction. A perusal of this report will give the public a clear and just idea of the results reached in these departments of drawing, music, physical training, cooking, sewing, and night schools, and the excellent conditions which exist in each of them. This report, covering as it does such a wide range of special branches, is one of the most important submitted to the board.

The committee on teachers and janitors, having in charge the appointments and promotions in all graded schools, has committed to it a wide field of duty. Its report will show the close attention which has been given to the work and the resulting success. The janitor service alone has demanded much time. The board insists that a janitor shall be strong, able-bodied, and young. He must be a man of good character, who can command the respect and inspire the confidence of the scholars. It has been the purpose of the board to raise the standard of its janitors. It is due to teachers and scholars that the janitor should be a man to whom they may look as a protector. The board does not tolerate one who indulges in intoxicants or who uses tobacco around the school buildings. The janitor's work is exacting. In cold weather, when constant attention to the furnace is required, his day's work is from 5 o'clock in the morning until the same hour at night. Those in charge of an eight-room building can not afford to pay an assistant out of \$540 a year, which is the salary allowed for a building of that size. It is his duty to have the building well aired, warm, and dusted, the pavement and playground in good order, and the Stars and Stripes floating as a welcome upon the arrival of teachers and pupils. Every minute of his time is occupied with his furnace and his building.

The superintendent of janitors has given faithful service. He reports to the committee on teachers and janitors weekly, naming the buildings visited, and rating the janitor's work at each as excellent, good, fair, or poor. The board takes pride in saying that the majority have taken rank as excellent or good. Those marked fair or poor are notified of the fact and upon failure to improve are replaced by good men.

The committee on ways and means presents its usual financial statement. It is pleasant to deduce from its figures what seems to be the fact that there is a growing interest in Congress in our schools. This is altogether natural, since they are now progressing under an administration which Congress devised.

This committee became aware that the coal furnished the schools was in large proportion much below contract requirements and largely mixed with dirt. An examination of all the coal vaults followed, which disclosed reprehensible conditions. These were reported in detail to the Commissioners of the District for such action as seemed proper, certification being withheld from sufficient bills to make it possible to recover whatever seemed equitable from the contractor. It is fair to the latter to say that in the outset he made verbal agreement to replace all inferior or dirty coal with coal of contract standard.

THE HIGH SCHOOL CADETS.

Notwithstanding the excellence of every department of high school work, it is chiefly through the cadets that these schools are presented

to the general public of Washington, since, unfortunately, and to their own great loss, the general public does not visit the schools. The cadets have long formed a noticeable section of every marching pageant at the capital.

At the last inauguration, when this corps could be compared with both the West Point and Annapolis cadets, it needed no professional military eye to see that a little more attention to what is known in tactics as the "setting-up" process would give Washington at least two battalions that would compare favorably with either of the national schools. To make possible such details of training some measures for making service in the cadet battalions a special honor and introducing a stricter military discipline for its members would be needed. All this could doubtless be planned and executed by those in charge of this most interesting division of high school training.

But the show feature is by far the least important of this particular branch. Military discipline teaches manliness, subordination, promptness, and respect for authority, and there is no better line of physical culture.

With very little additional encouragement from Congress there could be established in Washington, based upon the present cadet organization, a regiment with the modern three-battalion composition, which should be an object lesson for the entire country in perfect military drill, and one which in no respect, so far as all military features were concerned, would lose anything by comparison with either West Point or Annapolis.

Such encouragement on the part of Congress would prove a very cheap but most valuable investment for a future which comes to every leading nation, and which can not fail to come to a republic, which, through sudden and wholly unexpected war, was thrust forward in a few months to a leading position, if not the leading position, among the great powers.

In the war with Spain the High School Cadets were numerous and most honorably represented.

If Congress should make possible the organization here of such a modern three-battalion regiment as has been suggested, which year after year should contribute its quota of thoroughly trained infantrymen to the mass of citizens, in the next war there would be returned with large interest the whole investment for the military training furnished here in the great number of men who from the start could promptly organize troops.

But the organization of troops, valuable as is a knowledge of that elementary branch of military education, is not more important than the ability of an officer to show his men how to take care of themselves in the field, how to prepare their food, how to police their camps,

and how to deal rigorously and effectively with all questions of camp sanitation.

It is now well understood that the troubles in the great camps of mobilization for the war with Spain were mainly, in fact almost entirely, due to a want of knowledge on the part of the volunteers as to taking care of themselves in war camps, and especially to the general ignorance concerning proper methods of cooking their food. Further, and worse, a large proportion of their officers were equally at a loss on all these important subjects.

The thoroughly organized cooking schools of the District afford the opportunity for every boy to learn how to cook army rations. Every American boy is a patriot. It is doubtful whether any generation will pass without its war. None has yet passed free from war since the foundation of the Republic. If year after year the boys of the Washington graded schools were taught to cook bacon, beef, beans, and coffee, and to prepare the variety of canned goods now furnished the Army in liberal measure, there would be at the outbreak of any war a large available contingent that from the outset would be possessed of some of the most essential elements of field knowledge. If this invaluable knowledge for a soldier should be coupled with training in the cadet corps, such young men could enter the field able to render most efficient service to the country and assured of certain and rapid promotion.

The high schools and the graded schools then present every facility for furnishing a course of practical military training, and make possible the organization in Washington of a twelve-company regiment with a minimum strength of 50 each, which should be a model for the whole country, equaled by few, if any, and surpassed by none.

The rifles and accouterments for such a corps are loaned by the Government under bonds for their safe-keeping and repair if injured. If the War Department should be empowered to go a step further and help in the matter of uniforms, the total expense of which would be very small, such a regiment could be speedily organized, composed of most enthusiastic young men.

These are believed to be practical suggestions, in no sense visionary, but on the contrary reaching down to the foundations upon which the strength and safety and peace of the Republic rest.

MANUAL FOR OPENING EXERCISES.

No hymnal has been used in the graded schools. The "Student's Hymnal," in use in the high schools, was adopted nearly four years ago. Early in the present year objections to its use were filed with the present board. After considering these the following resolution was adopted:

Resolved, That the prescribed hymnal in the high schools be retained, but pupils whose parents shall, for sectarian reasons, object to the use of the hymnal may be excused from the provisions of rule 49, which prescribes singing.

Later the board decided to compile a manual of praise and patriotism to take the place of the hymnal now in use, and at a subsequent meeting a special committee was appointed to prepare such a manual and submit it for the action of the board. This committee has made fair progress in its work and hopes to be able to report at an early day.

The message of the Board of Education to the citizens of the District is: Visit the schools. They are open to the public during every daily session, and the board invites the most searching scrutiny. The organization is not known as it should be by the parents of this great army of children. The board feels confident that the closer and more general such inspection of the schools should become the higher they would rank in the estimation of the public.

By the Board of Education.

H. V. BOYNTON,
President.

REPORT OF COMMITTEE ON RULES AND BY-LAWS.

WASHINGTON, D. C., *November 20, 1901.*

Gen. H. V. BOYNTON,

President of Board of Education.

DEAR SIR: The committee on rules and by-laws begs leave to submit the following report:

The act of Congress creating the present school board conferred upon it full power to conduct the public education of the District of Columbia.

One of the first necessities of the board was to formulate rules and regulations for the government of the schools and for the guidance of its own procedure. This task devolved upon the committee on rules and by-laws, whose formal duty is to "consider and report upon such propositions to create, abolish, or amend rules and by-laws as may be referred to it by the board."

The body of rules and by-laws reported by the committee and adopted by the board is essentially the same as obtains in other similar systems, with such modifications as are suggested by local conditions. The schools have been operating under them for the past two years and on the whole they have proved to be quite satisfactory and ample.

While the growing demands of the system and new contingencies which are constantly arising necessitate progressive changes, yet the committee believes that it is unwise to be continually tinkering with the rules which have been adopted. A settled system with a fixed and stable character is likely to have greater weight and authority. The committee begs leave to call special attention to the following rules:

Rule 76. "Upon the recommendation of the superintendent the Board of Education may admit to each of the normal schools not more than five graduates of approved colleges."

It is hoped that this provision will result in enriching the work of the grades by infusing the liberal culture of the college curriculum.

Rule 25. "All appointments of officers, teachers, and other employees, heretofore or hereafter made, shall continue during good behavior and efficiency, unless otherwise ordered by the board."

This provision does away with the feverish anxiety of an annual tenure and at the same time promotes efficiency and good behavior as the sole condition of continuing in the service.

Rule 22. "Graduates of the Washington normal schools shall be

assigned to duty as teachers in the order of their standing and excellence as shown by the certificate of their respective principals."

Rule 21. "In making promotions, the board shall select the teacher whose standing is higher than that of any other teacher of the same grade, special school, or department; should there be two or more teachers of equal merit, the length of service shall govern the promotion."

It is believed that these provisions place the original appointment, as well as the promotion of teachers, solely upon the basis of educational efficiency as ascertained by approved tests and effectually eliminates outside influence.

There is no branch of the public service to which the merit system can be more profitably applied or in which the spirit of spoils is fraught with more pernicious consequences, than in the public schools. It is of imperative importance that wholesome lessons in civic virtue should be impressed upon the formative minds of the young.

Respectfully submitted.

JAMES F. BUNDY,
Chairman.

REPORT OF COMMITTEE ON WAYS, MEANS, AND SUPPLIES.

The committee on ways, means, and supplies submits the annual statement of appropriations and expenditures and balances:

CONTINGENT EXPENSES.

Appropriation.....	\$30,600.00
Appropriation by securing of a deficiency	1,800.00
Total amount of appropriation	32,400.00
Total expenditures	32,036.32
Balance	363.68

FREE TEXT-BOOKS AND SUPPLIES.

Appropriation.....	\$45,000.00
Total expenditures	44,979.05
Balance.....	20.95

KINDERGARTEN INSTRUCTION.

Appropriation.....	\$25,000.00
Total expenditures	24,998.20
Balance	1.80

INDUSTRIAL INSTRUCTION.

Appropriation	\$10,000.00
Total expenditures	9,845.21
Balance	154.79

RENTS.

Appropriation.....	\$17,000.00
Expenditures	15,092.31
Balance	1,907.69

FLAGS.

Appropriation	\$1,000.00
Total expenditures	999.97
Balance .....	.03

FUEL.

Appropriation	\$37,000.00
Appropriation by securing of a deficiency	7,000.00
Total amount of appropriation	44,000.00
Total expenditures	44,000.00

Amount of deficiency:

Bills on file in auditor's office waiting available funds.....	\$1,922.76
Bills held in office of Board of Education	871.56
Total amount of deficiency.....	2,794.32

NIGHT-SCHOOL INSTRUCTION.

Contingent expenses:

Appropriation.....	\$500.00
Total expenditures	311.68
Balance	188.62

FURNITURE.

Appropriation	\$3,750.00
Total expenditures	3,746.38
Balance	3.62

FOR NECESSARY REPAIRS TO AND CHANGES IN PLUMBING.

Appropriation	\$25,000.00
Total expenditures	24,134.55
Balance	865.45

FOR NEW BUILDINGS AND GROUNDS.

Appropriation	\$339,800.00
Total expenditures	295,308.09
Balance	43,491.91

FOR REPAIRS TO BUILDINGS.

Appropriation	\$50,000.00
Total expenditures	50,608.59
Deficiency	608.59

FOR SALARIES OF OFFICERS, SUPERVISING PRINCIPALS, TEACHERS, AND JANITORS.

Appropriation	\$973,061.00
Total expenditures	960,654.97
Balance	12,406.03

H. V. BOYNTON,
Chairman.

REPORT OF COMMITTEE ON BUILDINGS, REPAIRS, AND SANITATION.

WASHINGTON, D. C., *November 20, 1901.*

Gen. HENRY V. BOYNTON,

President of the Board of Education.

DEAR GENERAL: The committee on buildings, repairs, and sanitation beg to report repairs made in the public schools for the year ending June 30, 1901, and to October 31, 1901.

The major portion of repair work is accomplished in July, August, and September of each year, when there are at least 100 persons carried on the pay roll.

The appropriation of \$50,000 for repairs to school buildings, 1901, which was for repairs from July 1, 1900, to June 30, 1901, was distributed as follows:

All kinds of repair work, such as carpentering, painting, tinning, paving, grading, whitewashing, plastering, etc., were accomplished by means of day labor, while the calcimining, steam fitting, mill and iron work were done under contract by local firms.

The appropriation of \$50,000 for "Repairs to school buildings, 1901," was distributed as follows:

First division.—Total expenditure, \$6,205.30. Thomson, \$65.47; Franklin, \$3,552.31; Phelps, \$386.70; Dennison, \$673.87; Force, \$860.64; Adams, \$332.81; Harrison, \$265.60; Berret, \$117.90.

Second division.—Total expenditure, \$4,269.06. Seaton, \$301.99; Polk, \$423.31; Abbott, \$116.69; Henry, \$1,729.27; Eckington, \$388.25; Webster, \$543.87; Twining, \$325.73; Morse, \$435.95.

Third division.—Total expenditure, \$4,263.17. Hilton, \$674.35; Maury, \$655.80; Wallach, \$501.60; Brent, \$159.56; Carbery, \$523.90; Lenox, \$355.12; Towers, \$324.81; Peabody, \$965.16; McCormick, \$108.67.

Fourth division.—Total expenditure, \$2,602.25. Greenleaf, \$185.48; Potomac, \$221.78; Smallwood, \$85.53; Amidon, \$154.32; Bradley, \$499.12; Jefferson, \$1,456.02.

Fifth division.—Total expenditure, \$3,276.03. Grant, \$870.91; Fillmore, \$46.45; Curtis, \$1,125.06; Threlkeld, \$169.90; Corcoran, \$149.65; Addison, \$399.64; Jackson, \$73.75; Weightman, \$227.75; Toner, \$84.50; High Street, \$128.22.

Sixth division.—Total expenditure, \$3,294.21. Arthur, \$553.87;

Blake, \$172.48; Hayes, \$482.94; Blair, \$470.47; Madison, \$606.46; Pierce, \$144.91; Taylor, \$182.03; Hamilton, \$168.58; Langdon, \$114.25; Gales, \$398.20.

Seventh division.—Total expenditure, \$2,718.14. Reservoir, \$65.30; Chain Bridge, \$18.50; Conduit Road, \$23.50; Tenley, \$372.64; Chevy Chase, \$26.91; Grant Road, \$19.00; Brightwood, \$80.00; Brightwood Road, \$49.50; Johnson, \$478.28; Johnson Annex, \$92.95; Wilson, \$130.96; Mott, \$264.46; Bruce, \$142.26; Fort Slocum, \$20; Woodburn, \$17.70; Brookland, \$326.68; Ivy City, \$146.50; Monroe, \$445.80.

Eighth division.—Total expenditure, \$2,792.89. Tyler, \$157.48; Buchanan, \$308.40; Cranch, \$214.59; Van Buren, \$355.90; Van Buren Annex, \$90.45; Congress Heights, \$126.80; Garfield, \$79.22; Good Hope, \$48.05; Birney, \$196.03; Burville, \$168.86; Bennings, \$46.70; Bennings Road, \$32.25; Hubbard, \$968.25.

Ninth division.—Total expenditure, \$3,046. Briggs, \$346.87; Sumner, \$1,185.35; Magruder, \$476.22; Stevens, \$551.80; Phillips, \$82.89; Garrison, \$290.47; Wormley, \$112.40.

Tenth division.—Total expenditure, \$4,012.86. Cook, \$226.98; Garnet, \$1,304.59; Patterson, \$140.70; Slater, \$538.66; Banneker, \$663.80; Jones, \$285.86; Douglass, \$128.61; Logan, \$723.56.

Eleventh division.—Total expenditure, \$1,937.18. Lincoln, \$384.20; Randall, \$296.90; Bell, \$300.24; Giddings, \$241.11; Bowen, \$21.28; Ambush, \$397.34; Lovejoy, \$4.40; Payne, \$291.71.

High schools.—Total expenditure, \$4,781.06. Central, \$2,236.14; Western, \$1,124.28; Eastern, \$550.84; Business, \$322.82; Colored, \$546.98.

SUMMARY.

Total accounted for.....	\$43,204.15
Horse and driver.....	707.60
Office salaries	2,003.75
Salary of inspector of janitors	646.75
Hardware, lumber, etc., in stock	2,000.00
Miscellaneous and emergency work.....	1,437.75
Total	50,000.00

One hundred and ten school buildings, city and suburban, received attention, but on account of the limited appropriation all the requests of each school could not be met, only the most pressing needs being cared for.

From July 1, 1901, to October 31, 1901, repairs have been made as follows:

The amount of painting in the public schools has been largely in excess of that of last year. The Twining school has been painted, grained, and varnished inside and wood and iron work on the outside. Buildings have been painted, grained, and varnished inside as follows: Blair, Hayes, Barret, Weightman, Corcoran, and Addison. At

the Wormley the doors have been painted, grained, and varnished, the basement painted, and all woodwork varnished. The exterior brickwork of the Peabody has been painted and penciled; windows, doors, cornice, and basement painted. The Randall, Eastern and Western high schools painted on the outside. At the Central High School the entire upper-story interior painted, grained, and varnished. The interior and exterior basement doors at the Harrison and all sinks have been painted. The iron fences at Central High and the Wormley painted; also wood fence on O street side at the Central High; 660 feet of wainscoting at Franklin varnished; a number of new retiring rooms painted, grained, and varnished. New storm houses painted. Nearly all blackboards (where necessary) have been repaired or reslated, and there still remains to be done numerous jobs of a minor character at the Tenley, Chevy Chase, and the frame Birney building. The roofs on 23 buildings have been painted.

There have been built 6 retiring rooms for teachers, 44 book closets, 10 storm houses, and 1 well house. In 32 buildings old flooring has been replaced with new, in which 77,640 feet of flooring was used.

During the summer vacation much work that has hitherto been done at the expense of the District was performed by the janitors, under the direction of the superintendent of janitors. Furniture was taken up and reset in 62 schoolrooms. This item alone effected a saving to the District of \$446.40.

A large amount of repair work has been done in school parks, such as concreting walks, new brick pavements, etc.

The appropriation of \$25,000 for repairs to and changes in plumbing in public schools was expended as follows:

Joint toilet room and boiler house for Curtis and Addison schools, contract price, \$13,324, allotment to plumbing appropriation	\$8,592.00
Randall School, toilet building, etc	5,136.00
Mott School, toilet building, etc	5,287.00
Lincoln School, toilet building, etc	3,865.00
Minor repairs, various schools	482.00
Salaries (allotment superintendent of repairs, \$468)	818.00
Available balance on hand, a portion of which will be required for salaries	820.00

Of the large work mentioned above, only the Addison and Curtis buildings are incomplete. The inside finish is in process of construction, and it is expected that as far as the plumbing is concerned the buildings will be completed within a month.

The Commissioners have recommended, in connection with the salary list of the plumbing division for 1902, that a draftsman at \$1,200 be provided, in which case the charge for the services of Mr. H. B. Davis as draftsman and inspector will no longer occur against the plumbing fund.

The inspector of plumbing recommends that the Weightman, Worm-

ley, and Morse schools are the most urgent cases for new plumbing for the coming year.

In the Toner, Berret, and McCormick the children are compelled to go into the toilet rooms for drinking water. Your committee has requested that this be changed and suitable arrangements be made for securing drinking water at more suitable points in the basement other than in the toilet room.

During a visit to the Central High School Dr. Lane called attention to the insanitary condition of the girls' toilet room, and investigation proved the case to be true to a very marked degree. Your committee has had a ventilating shaft placed in the toilet room, which has improved conditions to such an extent that the room is now in a fairly sanitary condition, but in the future new plumbing must take the place of that now in the room. It is also recommended that toilet facilities be placed on either the second or third floor of the Franklin Building.

To be in touch with progress in educational matters and place our schools on a level with modern schools in all the large cities, medical inspection is recommended. We believe that with a corps of 11 competent medical inspectors the sanitary condition of our schools will be improved and diseases of a contagious character detected in time to prevent at any time an epidemic of scarlet fever or diphtheria. Medical inspectors will aid also in calling attention to children who may be attending school while suffering with contagious skin diseases and defective eyesight.

After a careful investigation we are pleased to report that the District of Columbia is supplied with school buildings far above the average. The buildings, as a rule, are well constructed and in a sanitary condition.

About a year ago, at the request of the Board of Education, the honorable Commissioners of the District detailed Mr. H. F. McQueeney to serve as superintendent of janitors, at a salary of \$1,000 per annum, to be paid out of the appropriation for repairs to school buildings. The work performed by Mr. McQueeney has been invaluable. It is desired that he should be an employee of the Board of Education and the appropriation for repairs be relieved of providing his salary. It is therefore recommended that a salary of \$1,200 per annum be included in the estimates for 1903 for a superintendent of janitors.

Notwithstanding the fact that your committee has been treated with the utmost courtesy on the part of the honorable Commissioners, who have endeavored in every possible way to accede to the wishes of the Board of Education in every request or recommendation, we believe that the office of the Engineer Commissioner is so heavily burdened with cares and responsibilities too numerous to mention that the interests of the public schools can be materially advanced if the matter of preparing

plans, specifications, and contracts for new school buildings and the entire charge of school repairs be vested in the Board of Education.

The educational work in a few of the schools during the month of October was delayed because of the necessity of closing on account of deficient heat in the buildings. The cause was a misunderstanding in the office of the Engineer Commissioner as to the time of starting fires in the school buildings. Captain Beach had the impression that fires were not started until about November 1, so in preparing his specifications for the purchase and placing of new boilers in the schools in question he specified that new boilers should be ready for use by November 1, when they should have been ready September 1. We believe that a like state of affairs will not occur in the future. This matter was beyond the control of the committee and the superintendent of repairs.

Mr. G. B. Coleman, the recently appointed superintendent of repairs for the District of Columbia, is a very efficient officer. He has taken pains in all of the work connected with the schools and has endeavored to follow the wishes of the Board of Education as far as he has been able and money would permit.

We respectfully recommend an appropriation of \$25,000 for repairs to and changes in plumbing in the public schools and the sum of \$5,000 for the repair and care of school yards. In making suggestions for appropriations for school repairs, etc., we indorsed the recommendations of the superintendent of repairs, which are as follows:

Estimates for 1903: Repairs and improvements to school buildings and grounds, 1903.

Although I can not call to mind any of the repairs asked for last year which were not actually needed, only about three-quarters of the requests could be complied with on account of the inadequate appropriation. This is a condition which should not exist, for in my judgment it is of prime importance that every school building should be in a thorough state of repair at the beginning of each scholastic year. In asking for an increased appropriation, I desire to call attention to the annual increase in new buildings, which necessarily widens the field for repairs.

Therefore I would recommend that an increase of \$10,000 be asked for, or, in all, \$60,000, for "repairs to schools, 1903."

I would recommend that steam heat be substituted for stoves in the Chevy Chase, Langdon, and Reservoir schools. The Chevy Chase and Reservoir schools are so situated that it is very difficult to heat them, even in moderately cold weather, by means of the stoves now in use. In addition, the heating and ventilating facilities in the Morse, Twinning, Brent, Maury, Amidon, Blair, Wormley, Banneker, and Cook schools should be increased by the installation of engines and fans.

Much trouble has been experienced in the past in heating and at the same time providing the proper ventilation for these buildings.

To cover the cost of installing the heating apparatus, engines, and fans above referred to, I would respectfully recommend that an appropriation of \$12,000 (for "repairing and renewing heating and ventilating apparatus in the public schools, 1903") be asked for, same to be available upon the passage of the bill.

Respectfully submitted.

RICHARD KINGSMAN,
Chairman.

REPORT OF COMMITTEE ON NORMAL AND HIGH SCHOOLS AND SCHOLARSHIPS.

Gen. H. V. BOYNTON,

President Board of Education:

Your committee on normal and high schools reports steady advancement toward better conditions in the departments committed to its care. No important step has been taken without careful consideration of the entire subject involved, and from the resulting conditions the committee extracts a reasonable amount of gratification. Throughout the year the effort has been to encourage the direct and practical, and this effort has been loyally supported by those upon whom has been the burden of actual instruction.

The normal schools constitute our chief source of supply for the teaching force of our lower-grade schools, where the greatest degree of skill and power in teaching is required. This gives these institutions and all of their concerns an importance that can not well be overestimated. Everything that increases their efficiency is worth while. To raise the standard of admission; to assign more teachers to them, as was done last year; to see to it that these were the best that could be secured; to increase the number of practice schools, thus multiplying the opportunities of normal-school pupils to gain experience in their work, were all moves that mean strength to this important branch of the public-school system.

In this department the work is technical. Subjects are handled quite as much as they are studied to see of what parts they consist, to determine the relation of these parts to each other, to measure the whole of which these are the parts. Different subjects are studied in relation to their educative value and their application to the life of which the children are a part and in which they are to actively participate. Above all there is a careful study of children themselves and of childhood in its different phases. Following this kind of work comes the actual practice in teaching, through which there is a growth in understanding and skill that means much for the excellence of the schools of our city.

Plans are well under way for large extensions of normal-school training. It is the purpose of the committee to present in the near future propositions which will result in new courses of normal study, to the end that the teachers of kindergartens, of drawing, of cooking,

of music, and all other special lines achieve position in the schools as the result of graduation from one of the normal schools.

Perhaps the most pressing of normal-school needs is betterment in building accommodations. Both schools, Nos. 1 and 2, are now housed without proper regard for their importance, and both lack facilities which are essential to anything like much to be desired success. The committee recommends that the good work commence with the reconstruction of Normal School No. 1. What seems to be the better way would be to make necessary alterations in the Henry building and to provide in the adjacent Polk building a sufficient number of practice schools. The buildings mentioned seem to the committee to be admirably suited for the purpose because they are in close proximity to each other and are located in a thickly populated neighborhood—a neighborhood which will easily supply the active material necessary for practice-school purposes.

The complete success of any undertaking depends upon the adjustment of plan and effort and appliance to the object for which the enterprise was inaugurated. In no business is this truer than in the business of public-school education. To know why it exists and then all along the line to shape and reshape, if need be, is the procedure which will produce the real elements of a perfect school system.

Our high schools, as one step in the system, are made and carried on for those who can go on in the way of learning a little further than the great majority of children, who must stop somewhere in the grades. The high-school plan is to increase the education of its pupils, to give them a wider outlook, to ripen them a little more, to establish higher aims for them, to discover and foster predilections and gifts that have before this lain covered. All effort, all plan, must be turned this way. As one means of securing these ends a variety of courses have been prepared—academic, scientific, and business, with a fair opportunity for elective work—so that all may have at our hands those things which make for usefulness and success in life. The school, whatever its grade, must stand fast to help every child to the best that is in him—put there by inheritance or circumstance. It must make good for all. The few who desire the college must reach it, those who are looking for the normal school must find it, and those of the large majority who are close to the complex and hurrying life of business outside must not fail because of us.

The equipment of our high schools is matter for congratulation and pride. It is not perfect by any means—and there should be continued effort to strengthen the weak places and to supply every deficiency—but it is doing most excellent work, such as will commend itself to the conscientious and broad minded of the legislative and administrative authorities.

Such changes as have seemed wise have been made in the courses of

study. Special stress has been laid upon spelling and place geography with satisfactory results, and in the Business High School there has been highly profitable amplification of applied arithmetic.

The Business High School claims a more than ordinary amount of attention. This institution has grown wonderfully, and promises soon to be the largest of our high schools. Educational expansion is demanded and there must, in the near future, be important changes in order that the large number of boys and girls who are searching for a reasonably complete commercial education shall be provided with studies suitable to their needs.

The great demand the Business High School now makes of the community is a new building. The present structure is altogether inadequate, and its inadequacy becomes more apparent every day. Overcrowded at this time, it must soon reach that place where applicants for admission will be refused. The committee urges upon the board the necessity for strong and unswerving presentation of the building proposition to Congress.

One of the problems with which the committee has had to deal is that which results from the change of teaching methods, which, to a greater or less extent, disturbs every eighth-grade pupil immediately after transfer from the grades to the high school. The involved question of home studies has received very careful consideration, and we have reason to believe that the pressure is less severe than at any time for some years past.

Important factors in high-school affairs are the regiment of white high-school cadets and the battalion of colored cadets from the M street school. The military training given these boys is of good quality and in quantity sufficient to acquaint them with much that must necessarily be valuable in after life. There has been continued improvement in the physique and the set up and the drill of all of the companies. The public appearance of these organizations has never elicited more of well-earned commendation than during the present year. It is hoped that all encouragement will be given the cadets in order that the military aid to manliness have fair opportunity to do its work.

For much extremely interesting detail the committee refers to the reports of Superintendent Stuart and Dr. Francis R. Lane, director of high schools, to whom, and to all the school officials with whom the members of the committee have been brought into contact, the committee desires to express its grateful appreciation.

GEORGE H. HARRIES,
Chairman.

REPORT OF COMMITTEE ON TEACHERS AND JANITORS.

Gen. H. V. BOYNTON,

President Board of Education.

DEAR SIR: I have the honor to report the work done by the committee on teachers and janitors of the graded schools for the year ending June 30, 1901.

During the past year 99 new teachers were appointed, 89 of which were graduates of the Washington Normal School, 4 from "other approved normal schools," and 6 certificate holders. Sixty of the appointments were made to fill vacancies occasioned by resignations. One teacher was dropped at the close of the year; cause, almost total blindness. The whole number of teachers on roll at the close of the year ending June 30 was 818 white and 404 colored, making a total of 1,222.

In April the committee on teachers and janitors, on the recommendation of Superintendent A. T. Stuart, presented to the board for confirmation a list of teachers to be appointed as assistants to the principals of school buildings having 12 or more rooms. These appointments, which were promptly made, were necessary because of several conditions which had been found to exist, the chief among them being the fact that building principals were compelled to absent themselves from their rooms, and thus lose valuable time during the teaching hours, through necessary attention to the routine business of the building. Another condition which the appointments remedied was the lack of supervision over little children during their recess.

The committee recommends that enough additional salaries at \$425 be procured from Congress in order that an assistant be placed in each building of not less than eight rooms. Such action would insure better preparation of eighth-grade pupils for the high schools.

The committee also believes that better results will be attained by making all promotions of teachers and janitors on merit, rather than longevity. In this connection the committee expresses its pleasure at the action of the board in assuring permanent positions to teachers whose efficiency and good conduct are unquestioned. The feeling of relief occasioned by the adoption of this new rule is universal, and already the wisdom of the board's action is observable in increased efficiency and a better spirit in the corps of teachers.

KINDERGARTENS.

During the year ending June 30, 1901, there were 18 kindergarten teachers appointed—14 white and 4 colored—making the total number of teachers and assistants on roll 61. At present the kindergarten branch of our schools is not what it should be. With the available small salaries we are unable to retain our best teachers. One can hardly expect an ambitious woman to teach for several years at a salary of \$250 a year. Under the present appropriation the highest salary which can be paid to a kindergarten principal after years of service is \$475 a year—a sum plainly inadequate. Congress has passed a law which says that no teacher shall teach for less than \$425 a year, and yet we have 32 teachers at \$250. The committee therefore urges Congress to liberally increase the appropriation for kindergartens, not only that by paying larger salaries we may obtain the best teachers, but that the training of these kindergarten teachers may be done in our own normal school. Better results will be had, we believe.

JANITORS.

The committee takes a great deal of pleasure in calling attention to the improved condition of the janitor service, and would commend very highly the work done by the superintendent of janitors, Mr. Hugh McQueeney. It is due to him that the corps of janitors is now a well-organized body of hard-working men, each man knowing that his position depends on his good work and that all promotions will be made from within the corps, the new appointees taking their places at the bottom of the list. Last year Congress did not appropriate a salary for the superintendent of janitors, but the committee hopes this coming year that a salary of \$1,200 will be provided for that position. It is a necessary and valuable office, insuring greater care of school buildings and better protection of District property.

In closing this report we not only ask for larger salaries for the janitors of buildings of 8 rooms and less, but again urge the necessity of an increase in the salaries of teachers, who are hard working and conscientious, and whose earnest and devoted efforts in behalf of the youth of the District of Columbia is deserving of practical appreciation.

At the close of the year ending June 30, 1901, there were 150 janitors on roll. During the year 23 were appointed, 10 resigned, 3 died, and 3 were dismissed.

I have the honor to be, very respectfully,

MARY HOPE WEST,
Chairman.

REPORT OF COMMITTEE ON TEXT-BOOKS.

Gen. H. V. BOYNTON,
President Board of Education.

DEAR SIR: Your committee on text-books respectfully submit the following report:

We append hereto a list of new books recommended and introduced into the schools during the scholastic year 1900-1901, and also a memorandum showing the books dropped from the schools. These books were recommended only after a full and careful examination by and on the approval of the superintendent.

On the organization of the present board, among the first questions presented for consideration was the matter of a change from the normal readers then used to some other series, the former not being deemed suitable for the purposes of the schools, and also the introduction of text-books on grammar. The matter was referred to your committee with directions to examine such books on the subjects named as might be presented to them and report the result of their deliberations, with recommendations. Numerous readers were furnished for examination, many of them most attractive and of a high literary order. After a careful consideration your committee selected the first, second, third, fourth, and fifth books of Merrill's Graded Literature Readers, published by Maynard, Merrill & Co., which we considered superior to all others and best adapted for our purpose. In the matter of grammars, Buehler's Modern English Grammar was the unanimous choice of the committee for the higher grades.

In selecting the above books, both reader and grammar, we postponed our final determination until able to secure the opinion and advice of the superintendent, the assistant superintendents, and the supervising principals. It was most gratifying to your committee to find that the selections made by them met with the unanimous approval of the officers of the schools. We may add, with some pardonable pride, that since our action the books named have been introduced into the schools of many of the larger cities of our country, the wisdom of our selection having thus received a quasi indorsement. As will be seen from the list accompanying this report, we have also introduced as readers in the schools the Stepping Stones to Literature, by Arnold & Gilbert, from the primer to the fourth reader, inclusive, and in connection with the teaching of grammar Arnold & Kittridge's Mother Tongue and Wheeler's Graded Lessons in English. Upon the recom-

mentation of the superintendent, a vertical course of copy books has been adopted, a list of the books used being also given in the appended memoranda. We need hardly refer to the matter of histories. The only new book introduced is Montgomery's *Beginner's History*. The recommendations of the committee prohibiting the teaching of certain chapters of the various histories already in use until the flagrant inaccuracies and glaring misstatements made, as pointed out by the president of the board, were corrected, are so well known to you as to require no detail. Suffice it to say that the publishing companies admitted their errors and having complied with the requirements of the board their books were reinstated and the order against them rescinded.

The appropriation allowed us for free text-books during the past year will not be sufficient to supply our demands for the coming year. Your committee urge as large an increase as can possibly be obtained. The new estimate places the sum at \$52,500, and with the constant demands upon us that amount will hardly supply our wants. It is of the utmost importance that we not only have money sufficient to replace worn-out books and to enable us to destroy such as have become unfit for use from a sanitary standpoint, but also enough to enable us to place in the hands of teachers and pupils a greater variety of supplementary reading matter.

In closing we would say that the experience of the past year has established the wisdom of the selection of books for introduction into the schools as approved by the board, no fault or adverse criticism having so far reached our ears in reference thereto.

Respectfully submitted.

J. HOLDSWORTH GORDON,
Chairman.

NEW BOOKS INTRODUCED DURING THE SCHOOL YEAR 1900-1901.

Music—Modern Music Series, by Eleanor Smith:

- Primer.
- First Reader.
- Second Reader.
- Third Reader.

Stepping Stones to Literature, by Arnold & Gilbert:

- Primer.
- First Reader.
- Second Reader.
- Third Reader.
- Fourth Reader.

Merrill's Graded Literature Readers:

- First Reader.
- Second Reader.
- Third Reader.
- Fourth Reader.
- Fifth Reader.

Montgomery's Beginner's History.

Copy books, vertical course:

Silver, Burdett & Co., Nos. 2, 3, 4, 5, 6.

Sheldon's Base-Line Ruling, Nos. 2, 3, 4, 5, 6.

Heath's Natural System, Nos. 2, 3, 4, 5, 6.

Ginn's Vertical Round Hand, Nos. 2, 3, 4, 5, 6.

Grammars:

Arnold & Kittridge's Mother Tongue.

Wheeler's Graded Lessons in English.

Buehler's Modern English Grammar.

NEW BOOKS ADDED TO THE SUPPLEMENTARY LIST.

Macmillan's Classic Series (1 series in sets of 45):

Ivanhoe, Scott.

Silas Marner, Eliot.

Last of the Mohicans, Cooper.

Deer Slayer, Cooper.

Lady of the Lake, Scott.

Marmion, Scott.

Sketch Book, Irving

Merchant of Venice, Shakespeare.

Twice-Told Tales, Hawthorne.

Morton's Advanced Geography.

About the Weather.

International Geography.

BOOKS DROPPED FROM THE LIST.

Our Continent, Shaler; seventh grade.

Geology, Shaler; eighth grade.

The normal readers; grades 1 to 4, inclusive.

Normal music readers; grades 1 to 8, inclusive.

Mason's music readers; grades 1 to 8, inclusive.

REPORT OF COMMITTEE ON INDUSTRIAL EDUCATION AND SPECIAL INSTRUCTION.

Gen. H. V. BOYNTON,
President Board of Education.

DEAR SIR: To give a comprehensive and detailed report of the industrial work and the various lines of special instruction as conducted in our schools is a larger task than is contemplated in this report. Emphasis of initiatory steps taken by this committee toward the advancement of the various branches during the past year is all I shall endeavor.

MANUAL TRAINING.

The committee recognizing as it does that manual training as a factor in the education of a child is paramount and that its resultant force is twofold, first, as it affects him individually, and, secondly, as it affects the community of which he is a part, has put forth every effort to further the success of this department. We hope to see developed a manly tone and pride in reference to the industries, which attitude, if firmly established, will prove one of our best products. The manual-training idea in proportionate degree is maintained throughout the whole public school system; in fact, the initiatory steps are taken in the kindergartens. As it is probably thoroughly known, this department under adverse circumstances, such as dilapidated buildings and necessarily cramped conditions, has already, under the capable direction of the director, Mr. Chamberlain, with 18 assistants, and the assistant director, Mr. Hill, with 7 assistants, reached a fair degree of excellence. Manual-training shops for the instruction of graded pupils are located in different parts of the city, such locations being selected relative to the situation of the schools which the shops will serve. We hope, however, with the completion of the two manual-training schools, to be known as Manual Training School No. 1 and Manual Training School No. 2, respectively, the former for white children and the latter for colored children, that the department will be able to reach the highest degree of efficiency.

The buildings are artistic in design and promise to fill all practical needs at present. It does not, however, take unusual foresight to see that in the near future larger accommodations will be needed. Manual Training School No. 1 has sufficient ground to permit of future additions. It is hoped by the committee that additional ground may be

purchased looking to the enlargement of Manual Training School No. 2. That the citizens might fully realize the special advantages accruing to them and their children from this special instruction the committee authorized the assistant superintendents and supervisors to make specific statements relative to the prospective work of these two schools in all the seventh and eighth grades of the respective school divisions. The principal of Manual Training School No. 2 was especially authorized to create an enthusiasm relative to the work in the congregations of the various colored churches and lyceums. This step was obligatory, knowing as the committee does the special need of this class along industrial training. Energetic, wide-awake men, technically trained, have been secured as far as possible to assume control of these two schools. Their enthusiasm, guided and directed by an unusually resourceful director and reenforced by a corps of capable instructors, bids us hope for success. The committee hopes to see the twofold purpose for which these schools were established carried out, first, the attracting of boys and girls to pursue a practical course of study who otherwise would not attend a high school, and, secondly, to permit those who are ambitious for further work to prepare for more scientific institutions. In this way only will all classes be beneficially reached. To teach the youth to work systematically with eye, hand, and brain is what the course of study, which has been planned conjointly by our superintendent of schools, Mr. Stuart, and the director of manual training, Mr. Chamberlain, aims to do. This course of study, combining both academic and technical work, is of a scope varied and far-reaching, as the report of the director of manual training will show.

DEPARTMENTS OF SPECIAL INSTRUCTION.

DRAWING.

As a factor in education, the importance of the study of drawing is evident which ever way we may turn. It touches upon more vital interests, probably, than any other special line of work. It opens up to the vision of the child beauties of outward form and of nature to which he would otherwise be totally indifferent. The importance of drawing in its application to manual training can not be overestimated; it is, in fact, the first steps in such training. The child begins to draw as soon as he enters school. This training is continued throughout his entire school course, therefore the course of drawing to be pursued in the new manual-training schools when completed, combining as it does utilitarian and decorative art, will afford the drawing teacher, possibly more than any other instructor, an opportunity to view the culmination of his or her work begun in the primary grades. To this valuable coefficient to education the committee has added every help

possible—first, by seeing that its direction is in responsible hands, and, secondly, by seeing that its enforcements were of the best caliber possible. The only material changes which might be stated as differing from the past methods are, first, the maintaining of the whole subject in both white and colored schools as one system, under one director, instead of, as heretofore, two systems and two directors, and, secondly, owing to the clamor of the public for the devotion of more time to major studies the time limit for drawing has been reduced about one-half. Notwithstanding this latter drawback the committee is glad to state that the schools of the first eight divisions, under the able directorship of Mrs. Fuller, aided by a corps of 10 efficient assistants, have done commendable work. The same statement can be made in reference to the assistant director, Mr. Hunster, ably assisted by a corps of 5 teachers.

The committee cheerfully recommends that salaries be secured from our next Congress for the director and assistant director of this valuable work commensurate with their services.

For classification and detail as to kinds of drawing used to procure effective measures and results, see director's report and course of study.

MUSIC.

In the opinion of this committee musical instruction is undoubtedly beneficial, nay, indispensable, to the young. It is refining and uplifting. Both these elements are necessary for their proper development as good citizens. Beginning, as the child does, with music in the first grade, or, what is more true, in the kindergarten, a good foundation is necessarily given in sight reading and tone development by the time the eighth grade is completed. A broader scope is given in the high schools, where efficient results have been tested. The committee feels assured that it is to be congratulated upon the fact that the music of the public schools is in such competent hands as the present director, Miss A. E. Bentley, and the assistant director, Miss Hattie Gibbs. The former was promoted to her present position at the beginning of the year, the latter securing her position by a competitive examination to fill the vacancy caused by the death of Mrs. Alice Strange Davis, one whose service in the schools in the music department can not be overestimated. The only change of importance relative to the success of this department was that of placing the whole subject under one system with one director, instead of, as heretofore, two systems with two directors. We have found such change exceedingly beneficial. The work is more expeditiously done, to the satisfaction of both the superintendent and director. Two appointments were made in this department during the year, the appointees being those who stood highest in competitive examination.

For the same reasons as those assigned in the drawing department it was thought best to curtail the amount of time given to music. Notwithstanding this action the department of music of the first eight divisions, under the management of Miss Bentley and her nine able assistants, has shown decided improvement. The same statement can be made relative to Miss Gibbs and her five assistants.

For methods, outline of work, and schedules, see report of director.

The committee recommends here also the securing of such salaries for the respective directors of this department as will assure them proper compensation for services rendered.

PHYSICAL TRAINING.

To secure, if possible, sound bodies for the children of our public schools, irrespective of inherent tendencies and environments, is undoubtedly the herculean task prescribed for this department. The work is exceedingly arduous, and calls for the expending of more physical force and energy on the part of the teacher than any other line of work. This work above all other specialties touches or bears upon the personal element of the child, tending as it does to his physical upbuilding. In no way can the moral and mental equipoise of a child be better assured than by securing to him a sound body. The import of this special line of instruction is therefore threefold—mental, moral, and physical. In a recent report of the director of physical training emphasis was laid upon the importance of sufficient playgrounds for children. Feeling assured that the playground is indispensable to the proper development of this most necessary adjunct of our school system the committee recommends, therefore, that in the future playgrounds of sufficient size be procured with the purchase of every school site. In no way can we better assure health to the pupils.

It is to be deplored, also, that gymnasiums are not attached to every high-school building. The Western High School is the only building properly equipped in this particular in the city. The committee recommends the annexing of gymnasiums to said schools as soon as means can be secured for doing so. The only material change in this department that has been recommended by the committee is the uniting of all the schools under one system with one director, instead of two systems with two directors. The director of the first eight divisions, Miss Rebecca Stonerod, and an able corps of five assistants are rendering excellent service in this department, as is also Miss Hattie George, with her three assistants, in the ninth, tenth, and eleventh divisions.

The committee cheerfully recommends an increase of salary to the directors of this department in proportion to their services.

One appointment was made in this department during the year, said appointee standing highest in a competitive examination.

For methods, plans, and time schedule, see director's report.

COOKING.

The social, hygienic, and economic questions evolved in the instruction of this department are of the greatest practical concern, and it is believed by this committee that such careful and systematic training as is given in this department, under the supervision of our competent director, will yield the best educational results. The practical side of this subject appeals at once to every thoughtful person. It bears directly upon the home life of the child, and by continuous years of successful work in the schools we hope to see its effects materialize in better home conditions, with less dyspepsia, always consequent with inferior preparations of foods, and sounder minds and bodies. The mistress of homes who hope to be relieved from household drudgery by the advent of the trained cook and domestic are numerous and the committee feels that this community will be best served by guaranteeing to it the success of this special department. Unlike other lines of special work, which begin in the primary grades, this work is not begun until the seventh grade is reached. The utilitarian side of it does not appeal to the child before that time. This work, as shown by the reports of Superintendent Stuart and the director of manual training, Mr. Chamberlain, is to be carried through the manual-training schools, where a pupil may elect a two-year course or a four-year course. It has been recommended by this committee that the election by the pupil of the four-year course, to be followed by a two-year normal course, shall entitle said pupil to a teachership in said department, to be appointed according to standing. In this department, also, the only change of note from previous years is that of placing the whole department under one system with one director, instead of, as heretofore, two systems and two directors. The director of the first eight divisions, Miss Emma S. Jacobs, and her efficient corps of eleven assistants are sending valuable science to this community. The cooking department of the ninth, tenth, and eleventh divisions is not as strong in certain essentials as we would like to have it. The committee will take steps in the near future to remedy this defect. This work has been introduced into the night schools with unparalleled success. We reach through this medium the parent as well as the child, thus working to the general uplifting of the community. Three appointments have been made in this department during the year, one in the first eight divisions and one in the ninth, tenth, and eleventh divisions. Said appointments were made subject to an examination. The committee recommends an increase of salary to the director of this department.

For methods, plans, and schedule, see report of director.

SEWING DEPARTMENT.

The educational value of sewing needs no further emphasis on the part of the committee than the statement that by it the eye and the

hand are trained, such indispensable qualities as precision, patience, and industry acquired, and ingenuity developed, which development finds expression in a love for the beautiful, a cultivation of good taste, and appropriateness of dress, thus making it an approved means of culture and refinement. This training is begun in the third grade of the primary work and continued through the sixth grade. It is then superseded by cooking in the seventh and eighth grades and will not be taken up again until the manual-training school is reached. The committee recommends, therefore, that a readjustment of work in this department be made in order to permit pupils who so elect to continue this work in the seventh and eighth grades, assuring by this means a more thorough preparation for the manual-training schools. In this department, also, a pupil may elect a two-year or four-year course, and the committee has recommended that the electing by the pupil of a four-year course, to be followed by a two-year normal course, shall entitle said pupil to a teachership in said department, appointments to be made according to standing.

Under the supervision of this department, millinery—which we hope to introduce in the manual-training school next year—will naturally come. It is a new field of preparation for the schools, and the committee, realizing, as it does, the importance of it, hopes to see it succeed. The appropriateness of introducing it into the schools is readily apparent to the practical mind. As a means of livelihood to the efficient it will prove as lucrative as either sewing or cooking. The same recommendations of the committee in reference to specialization in cooking and sewing will hold good in millinery. In the selection of teachers for this important work we shall endeavor to secure thoroughly trained women equipped with capacity and experience.

The department of sewing is in excellent hands, the director, Mrs. Margaret Cate, and the assistant director, Miss Carrie Syphax. Like other special departments it has, by recommendation of the committee, been placed under one system with one director, instead of, as heretofore, two systems and two directors. The director of the first eight divisions, Mrs. Cate, with her capable corps of nineteen assistants, is doing excellent work in our schools. The same statement can be made in reference to Miss Syphax and her corps of seven teachers. Two appointments were made in this department the first part of the year without examination, and one in the latter part subject to an examination.

In order to assure competency in the corps of teachers appointed in the special lines of work, the committee deemed it advisable in the early part of the year to order competitive examinations for candidates. In the departments of special instruction promotions have heretofore been made upon length of service. The committee recommends that said promotions be made upon merit alone. In this way only will a

strong corps of teachers be secured. The committee heartily recommends an increase of salary to the two capable women at the head of this department.

For detailed report as to system, methods, and plans, see director's report.

NIGHT SCHOOLS.

To give the laboring class, who are prevented by their occupations from attending the day schools, an opportunity to satisfy their thirst for knowledge and self-improvement is truly a noble work. The night-school work is arduous, and the committee, realizing this fact, has endeavored to get the best teachers possible. The successful day teacher may not necessarily be a successful night teacher. The conditions and environments are different, calling forth, as far as the teacher is concerned, adaptability of temperament and sympathetic interest, combined with responsiveness and enthusiasm. The altruistic spirit is more nearly approximated in this work than in any other under our supervision. There has never heretofore been given to night schools any vigilant attention. In a general way the superintendent of schools was responsible, but there was no one to report specifically on conditions and efficiency of teachers. A short while after the organization of this board this committee recommended that supervision of night schools be given to the supervisors of the respective divisions. This was done, but after careful consideration it was decided that the supervisors were already burdened with as much as they could properly supervise, and the committee recommended the appointment of a director and assistant director of night schools. Heretofore 66 night schools have been maintained, 33 for white and 33 for colored pupils. Feeling assured that better results can be obtained, the committee recommends that in the future organization of these schools fewer schools be opened, enabling by this means their continuance for a longer period and consequently proving more beneficial to the community.

Three night cooking schools have heretofore been maintained, two for white and one for colored pupils. The committee recommends the establishing of six of these schools, three for white and three for colored pupils.

Knowing that other industries besides cooking in our night schools would be beneficial, such as sewing and carpentry, the committee recommends the asking for increased appropriation next year in order that such branches may be taught in the night schools. One of the most prosperous departments of our night schools is the business department, conducted under the supervision of our high school director, Dr. Lane. A high degree of efficiency has been reached there through his earnest efforts and the assistance of an earnest corps of teachers.

VACATION SCHOOLS.

Under the direction of Mr. Raymond Riordon, the vacation schools, which have become well established, are an indispensable part of our present school system, and which in the minds of many have performed a much-needed service in this community, were successfully carried on in the past summer to a higher degree of excellence than heretofore—in fact, they went many steps further than was anticipated.

Vacation schools were opened for colored children for the first time under the direction of Mr. F. L. Cardozo, jr. Schools for the white children were in the Greenleaf building and those for colored children in the Stephens and Logan buildings, the latter widely separated from each other, thus accommodating children of the northwest and northeast sections.

As far as the conditions would allow the general scheme for white schools was carried out for colored schools. The responsiveness by both parents and children of the latter class to the vacation-school idea was remarkable and speaks volumes in their behalf. Too much can not be said in praise of the teachers, who, though worn-out and tired from an arduous year's work, were yet willing to undertake and carry through to the end this labor of love, compensated in no way but by the thanks of a grateful community. The moral uplift to this city by keeping hundreds of children usefully and intelligently employed, who would otherwise have been imbibing pernicious habits from street influences, has been so forcibly impressed upon this committee that it has unhesitatingly decided to ask Congress to give an appropriation sufficiently large to carry on at least four of these schools—two for white and two for colored children. The fact that over 1,000 children were kept out of the streets and benefited last summer is a more powerful argument in behalf of vacation schools than any other that could be offered. As is probably known, only \$1,000 has been heretofore appropriated for these schools—a sum sufficient for one school only.

The committee wishes to express thanks to the directors of the various branches of work coming under their supervision for their untiring interest and support in whatever effort has been made for the advancement of their respective work.

For methods and plans, see report of principal of vacation schools.
Respectfully submitted.

BETTIE G. FRANCIS,
Chairman.

REPORT OF SUPERINTENDENT A. T. STUART.

To the Board of Education:

I have the honor to submit herewith a report of the condition of the schools under my charge for the year ending June 30, 1901, including the necessary tabular statements and the reports of the supervising principals, the director of high schools, the principal of the normal school, and the directors of cooking, sewing, manual training, physical training, and music.

Number of pupils enrolled:

First eight divisions	34,399
Ninth, tenth, and eleventh divisions	13,032
Total	47,431
Number of white pupils (male, 15,348; female, 16,503)	31,851
Number of colored pupils (male, 6,764; female, 8,816)	15,580
Total (male, 22,112; female, 25,319)	47,431
Number of pupils in city schools (white, 27,586; colored, 13,032)	40,618
Number of pupils in county schools (white, 4,265; colored, 2,548)	6,813
Total (white, 31,851; colored, 15,580)	47,431
Number of male pupils (white, 15,348; colored, 6,764)	22,112
Number of female pupils (white, 16,503; colored, 18,816)	25,319
Total	47,431

	Male.	Female.	Total.
Number of pupils in normal schools	17	183	200
Number of pupils in high schools	1,232	2,082	3,314
Number of pupils in grammar and primary schools	20,091	22,183	42,274
Number of pupils in kindergartens	772	871	1,643
Total	22,112	25,319	47,431

PER CENT OF TEACHERS.

The per cent of teachers was: White—male, 6.78; female, 60.02; total, 66.80. Colored—male, 6; female, 27.20; total, 33.20, distributed as follows:

	White.		Colored.		Total.		Total.
	Male.	Female.	Male.	Female.	Male.	Female.	
Supervisors	1.05	0.12	0.71	0.23	0.93	0.16	1.09
Special	2.33	6.30	3.52	5.87	2.73	6.16	8.89
Normal schools		1.05		1.64		1.25	1.25
High schools	4.55	8.52	4.69	2.58	4.60	6.55	11.15
Grammar and primary schools	2.22	68.14	9.16	65.49	4.52	67.26	71.78
Assistants to principals		1.17		.94		1.09	1.09
Kindergartens		4.55		5.17		4.75	4.75
Total	10.15	89.85	18.08	81.92	12.78	87.22	100

ENROLLMENT.

The number of pupils enrolled was 47,431—31,851 white and 15,580 colored. This shows an increase of 912, or 1.96 per cent, over the enrollment of the previous year.

The average enrollment was 39,401, or 3.38 per cent above that of the previous year.

The average number of pupils in daily attendance was 36,672.

TEACHERS.

There were employed 1,283 teachers, as follows:

	Male.	Female.	Total.
First eight divisions	109	812	921
Ninth, tenth, and eleventh divisions	55	307	362
Total	164	1,119	1,283
Number of white teachers	87	770	857
Number of colored teachers	77	349	426
Total	164	1,119	1,283
City schools:			
White	76	676	752
Colored	55	307	362
Total	131	983	1,114
County schools:			
White	11	94	105
Colored	22	42	64
Total	33	136	169

The teachers were distributed as follows:

	White.	Colored.	Total.
Supervising principals	9	3	12
Director and assistant director of primary work	1	1	2
Normal schools	9	7	16
High schools	112	31	143
Grammar schools	253	99	352
Primary schools	350	219	569
Assistants to principals	10	4	14
Kindergartens	39	22	61
Music	10	6	16
Drawing	6	6	12
Manual training	19	8	27
Cooking	13	6	19
Sewing	18	10	28
Physical training	6	4	10
Librarian	1	.....	1
Assistant	1	.....	1
Total	857	426	1,283

The day schools cost—

For officers	\$18,252.29
For teachers and supervisors	1868,102.88
For janitors	65,587.55
For rent	15,092.31
For fuel	44,000.00
For contingent expenses, including printing, etc	32,036.32

¹ Includes \$21,020.73 paid teachers of kindergarten schools.

For free text-books and supplies.....	\$44,979.05
For industrial instruction, including manual training, cooking, and sewing	9,845.21
For flags	999.97
For furniture	3,746.38
For repairs to buildings and improvements	50,608.59
For repairs to and changes in plumbing	24,134.55
For new buildings	295,308.09
For kindergartens (exclusive of salaries)	3,977.73
Total.....	1,476,670.92

The relative numbers enrolled in the different grades of our schools are shown by the following:

Schools.	White.	Colored.
Normal.....	97	103
High.....	2,565	749
Grammar	11,227	3,950
Primary.....	16,904	10,193
Kindergartens	1,058	585
Total.....	31,851	15,580

There were enrolled in the night schools 1,571 white and 1,740 colored persons. These were taught by 67 teachers, of whom 34 were white and 33 colored.

The night schools cost—

For teachers	\$8,712.25
For incidental expenses	311.68
Total.....	9,023.93

The day schools were in session 176 days; the night schools were open 61.7 nights in the first eight divisions (night high school 72 nights, the cooking schools 48.5 nights, and night manual-training school 30 nights) and 52 nights in the ninth, tenth, and eleven divisions.

TABLE I.—Showing attendance and cost of white and colored schools.

	White.	Colored.	Total.
Whole enrollment:			
Normal schools.....	97	103	200
High schools.....	2,565	749	3,314
Grammar and primary schools.....	28,131	14,143	42,274
Kindergartens.....	1,058	585	1,643
Total	31,851	15,580	47,431
Increase for the year	590	322	912
Per cent of increase	1.88	2.11	1.96
Average enrollment:			
Normal schools.....	96	99	195
High schools.....	2,232	624	2,856
Grammar and primary schools.....	23,718	11,584	35,302
Kindergartens.....	686	362	1,048
Total	26,732	12,669	39,401
Increase for the year	985	305	1,290
Per cent of increase	3.43	2.46	3.38
Average attendance:			
Normal schools.....	95	97	192
High schools.....	2,099	592	2,691
Grammar and primary schools.....	21,999	10,876	32,875
Kindergartens.....	596	318	914
Total	24,789	11,883	36,672
Increase for the year	937	272	1,209
Per cent of increase	3.92	2.34	3.49

TABLE I.—*Showing attendance and cost of white and colored schools—Continued.*

	White.	Colored.	Total.
Whole enrollment:			
Boys.....	15,348	6,764	22,112
Girls.....	16,503	8,816	25,319
Total.....	31,851	15,580	47,431
Whole enrollment in night schools.....	1,571	1,740	3,311
Grand total.....	33,422	17,320	50,742
School buildings: ¹			
Owned ²	73	39	112
Rented.....	17	4	21
Total.....	90	43	133
Schoolrooms: ¹			
Owned.....	563	271	834
Rented.....	30	21	51
Total.....	593	292	885
Number of teachers:			
Males.....	87	77	164
Females.....	770	349	1,119
Total.....	857	426	1,283
Night schools.....	34	33	67
Grand total.....	891	459	1,350
Cost of tuition per pupil, including supervision, based on average enrollment.....	\$22.48	\$21.71	\$22.26
Cost per pupil for all expenses, except repairs and permanent improvements, based on average enrollment.....			28.08

¹ Not including high schools.² Includes Industrial Home and Children's Home, not owned.TABLE II.—*Whole enrollment of pupils in the several kinds and grades of schools in the District of Columbia for the school year ending June 30, 1901.*

Grade.	White.	Colored	Total.
Normal schools.....	97	103	200
High schools.....	2,565	749	3,314
Total.....	2,662	852	3,514
Grammar school., city:			
Eighth grade.....	1,959	469	2,428
Seventh grade.....	2,177	646	2,823
Sixth grade.....	2,692	885	3,577
Fifth grade.....	2,910	1,229	4,139
Total.....	9,738	3,229	12,967
Primary schools, city:			
Fourth grade.....	3,433	1,426	4,859
Third grade.....	3,225	1,676	4,901
Second grade.....	3,311	1,970	5,281
First grade.....	4,367	3,377	7,744
Total.....	14,336	8,449	22,785
County schools.....	4,057	2,465	6,522
Kindergartens:			
City.....	850	502	1,352
County.....	208	83	291
Total.....	1,058	585	1,643
Grand total.....	31,851	15,580	47,431

TABLE III.—*Whole enrollment of pupils, boys and girls, white and colored, in the District of Columbia, by grades, for the school year ending June 30, 1901.*

Grade.	Boys.	Girls.	Total.	Per cent.
Normal schools	17	183	200	0.42
High schools	1,232	2,082	3,314	6.99
Eighth grade	1,164	1,724	2,888	6.09
Seventh grade	1,388	1,903	3,291	6.94
Sixth grade	1,713	2,382	4,095	8.63
Fifth grade	2,205	2,698	4,903	10.34
Fourth grade	2,679	3,140	5,819	12.27
Third grade	2,942	2,964	5,906	12.45
Second grade	3,288	3,048	6,336	13.36
First grade	4,712	4,324	9,036	19.05
Kindergarten	772	871	1,643	3.46
Total	22,112	25,319	47,431	100
SUMMARY.				
Normal and high schools	1,249	2,265	3,514	7.41
Grammar schools	6,470	8,707	15,177	32
Primary schools	13,621	13,476	27,097	57.13
Kindergartens	772	871	1,643	3.46
Total	22,112	25,319	47,431	100

The whole number of schools below the high schools was as follows:

Grade.	White.	Colored.	Total.
Grammar schools, city:			
Eighth grade	44	12	56
Seventh grade	50	17	67
Sixth grade	59	22	81
Fifth grade	63	28	91
Total	216	79	295
Primary schools, city:			
Fourth grade	71	33	104
Third grade	71	39	110
Second grade	76	46	122
First grade	82	70	152
Total	300	188	488
County schools	96	60	156
Kindergartens:			
City	15	9	24
County	4	2	6
Grand total	631	338	969
Number of whole-day schools	425	160	585
Number of half-day schools	187	167	354
Number of kindergartens	19	11	30
Total	631	338	969

The average number of pupils, based on the whole enrollment, was as follows:

Grade.	White.	Colored.	Total.
High schools (to a teacher excluding principals)	23.7	24.9	24.0
Grammar schools, city:			
Eighth grade	44.2	39.0	43.3
Seventh grade	43.5	38.0	42.1
Sixth grade	45.6	40.2	44.1
Fifth grade	46.1	43.8	45.4
Primary schools, city:			
Fourth grade	48.3	43.2	46.7
Third grade	45.4	42.9	44.5
Second grade	43.5	42.8	43.2
First grade	53.2	48.2	50.9
County schools	42.2	41.0	41.8
Kindergartens:			
City	56.6	55.7	56.3
County	52.0	41.5	48.5

One thousand two hundred and eighty-three teachers were employed as follows:

	White.	Colored.	Total.
Supervising principal	9	3	12
Director and assistant director of primary work	1	1	2
Normal schools	9	7	16
High schools	112	31	143
Total	131	42	173
Grammar schools, city:			
Eighth grade	44	12	56
Seventh grade	50	17	67
Sixth grade	59	22	81
Fifth grade	63	28	91
Total	216	79	295
Primary schools, city:			
Fourth grade	69	33	102
Third grade	69	36	105
Second grade	74	43	117
First grade	79	67	146
Total	291	179	470
Assistants to principals	10	4	14
County schools	96	60	156
Kindergartens:			
City	31	18	49
County	8	4	12
Total	39	22	61
Teachers of music	10	6	16
Teachers of drawing	6	6	12
Teachers of manual training	19	8	27
Teachers of cooking	13	6	19
Teachers of sewing	18	10	28
Teachers of physical training	6	4	10
Librarian	1	.....	1
Assistant	1	.....	1
Grand total	857	426	1,283

The cost for members of the Board of Education, office force, supervision, and teaching was as follows:

	White.	Colored.	Total.
5 members of the Board of Education, at \$500 each	\$2,500.00	.....	\$2,500.00
2 members of the Board of Education, at \$500 each .....	.....	\$1,000.00	1,000.00
1 secretary	1,742.30	.....	1,742.30
1 clerk	1,400.00	.....	1,400.00
1 clerk .....	.....	1,000.00	1,000.00
1 clerk	968.59	.....	968.59
1 messenger	641.40	.....	641.40
Total	7,252.29	2,000.00	9,252.29
Cost per pupil (estimated on the average enrollment) .....	.27	.15	.23
Supervision:			
1 superintendent	4,000.00	.....	4,000.00
1 assistant superintendent	2,500.00	.....	2,500.00
1 assistant superintendent .....	.....	2,500.00	2,500.00
8 supervising principals	16,000.00	.....	16,000.00
3 supervising principals .....	.....	6,000.00	6,000.00
1 director of primary work	1,500.00	.....	1,500.00
1 assistant director of primary work .....	.....	1,100.00	1,100.00
1 librarian	750.00	.....	750.00
1 assistant	300.00	.....	300.00
Total	25,050.00	9,600.00	34,650.00
Cost per pupil (estimated on the average enrollment) .....	.93	.75	.87

	White.	Colored.	Total.
Tuition:			
Normal schools—			
1 principal	\$1,600.00		\$1,600.00
1 principal		\$1,600.00	1,600.00
2 teachers, at \$1,200	2,400.00		2,400.00
1 teacher	1,000.00		1,000.00
1 teacher		1,000.00	1,000.00
2 teachers, at \$900	1,800.00		1,800.00
2 teachers, at \$900		1,800.00	1,800.00
2 teachers, at \$825	1,650.00		1,650.00
1 teacher	615.00		615.00
1 teacher		700.00	700.00
1 teacher		800.00	800.00
1 teacher		550.00	550.00
Total	¹ 9,065.00	² 6,450.00	15,515.00
Cost per pupil (estimated on the average enrollment)	42.95	21.58	32.10
High schools—			
1 director	2,500.00		2,500.00
4 principals	6,400.00		6,400.00
1 principal		1,600.00	1,600.00
108 teachers	96,227.42		96,227.42
30 teachers		25,450.00	25,450.00
Total	105,127.42	27,050.00	132,177.42
Cost per pupil (estimated on the average enrollment)	47.12	43.34	46.28
Grammar schools, city—			
44 eighth, 50 seventh, 59 sixth, 63 fifth grade schools	179,036.87		179,036.87
12 eighth, 17 seventh, 22 sixth, 28 fifth grade schools		63,542.50	63,542.50
Total	179,036.87	63,542.50	242,579.37
Cost per pupil (estimated on the average enrollment)	21.32	22.85	21.70
Primary schools, city—			
71 fourth, 71 third, 76 second, 82 first grade schools	154,622.95		154,622.95
33 fourth, 39 third, 46 second, 70 first grade schools		95,380.55	95,380.55
Total	³ 154,622.95	⁴ 95,380.55	250,003.50
Cost per pupil (estimated on the average enrollment)	13.32	14.56	13.77
Assistants to principals—			
10 assistants	1,275.00		1,275.00
4 assistants		510.00	510.00
Total	1,275.00	510.00	1,785.00
Cost per pupil (estimated on the average enrollment) .....	.05	.05	.05
Special teachers—			
10 music teachers, 6 drawing teachers, 6 teachers of physical culture	15,768.25		15,768.25
6 music teachers, 6 drawing teachers, 4 teachers of physical culture		12,018.91	12,018.91
Total	15,768.25	12,018.91	27,787.16
Cost per pupil (estimated on the average enrollment) .....	.58	.94	.70
Manual training—			
Carpentry, 17; metal working, 2; cooking, 13; sewing, 18	35,996.33		35,996.33
Carpentry, 6; metal working, 2; cooking, 6; sewing, 10		16,095.00	16,095.00
Total	35,996.33	16,095.00	52,091.33
Cost per pupil (estimated on the average enrollment)	1.34	1.27	1.32
County schools—			
96 teachers	62,393.37		62,393.37
60 teachers		37,100.00	37,100.00
Total	62,393.37	37,100.00	99,493.37
Cost per pupil (estimated on the average enrollment)	18.63	18.44	18.75
Kindergartens—			
City	10,898.23	5,997.50	16,895.73
County	2,725.00	1,400.00	4,125.00
Total	13,623.23	7,397.50	21,020.73
Cost per pupil (estimated on the average enrollment)—			
City	19.52	19.34	19.46
County	21.28	27.30	22.91
Total	19.85	20.43	20.05

¹This includes the cost of teaching 10 practice schools, \$4,941.36.²This includes the cost of teaching 9 practice schools, \$4,312.74.³To be increased by the cost of teaching 10 practice schools, \$4,941.36.⁴To be increased by the cost of teaching 9 practice schools, \$4,312.74.

SUMMARY.

Total cost of Board of Education	\$9,252.29
Total cost of instruction, including supervision	877,102.88
Whole number of pupils enrolled.....	47,431
Average number of pupils enrolled.....	39,401
Average number of pupils in daily attendance	36,672
Average cost of instruction, including supervision, estimated on—	
1. Whole enrollment	18.47
2. Average enrollment.....	22.26
3. Average attendance.....	23.91

Janitors.

Total amount expended.....	65,587.55
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Contingent expenses.

Total amount expended.....	32,036.32
Average amount per pupil (estimated on the average enrollment)81

Free text-books and supplies.

Total amount expended	44,979.05
Average amount per pupil (estimated on the average enrollment)	1.24

Industrial instruction.

Total amount expended	9,845.21
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Fuel.

Total amount expended	44,000.00
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Rent.

Total amount expended	15,092.31
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Flags.

Total amount expended.....	999.97
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Furniture.

Total amount expended	3,746.38
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Kindergartens.

Total amount expended (exclusive of salaries)	3,977.73
Average amount per pupil (estimated on the average enrollment)	3.79

SUMMARY.

Amount expended, grand total.....	\$1,106,619.69
Average cost per pupil (including all high and normal schools) for all expenses except repairs and permanent improvements:	
1. On whole enrollment	23.33
2. On average enrollment	28.08
3. On average attendance	30.17

Supervision.

One superintendent	4,000.00
One assistant superintendent	2,500.00
One assistant superintendent ¹	2,500.00
Eight supervising principals	16,000.00
Three supervising principals ¹	6,000.00
One director of primary work	1,500.00
One assistant director of primary work ¹	1,100.00
One librarian	750.00
One assistant.....	300.00
Total cost of supervision.....	34,650.00
Average cost per pupil (estimated on average enrollment) .....	.87

¹ Colored.

Normal schools.

	Number 1.	Number 2. ¹	Total.
Number of teachers trained.....	97	103	200
Average attendance.....	95	97	192
Number of teachers employed.....	9	7	16
Average salary.....	\$1,007.22	\$921.42	\$969.68

High schools.

	Central.	Eastern.	Western.	Business.	M street. ¹	Total.
Number of pupils enrolled (boys, 1,232; girls, 2,082).....	985	458	377	745	749	3,314
Average enrollment.....	900	411	323	598	624	2,856
Average attendance.....	847	387	301	564	592	2,691
Per cent of attendance.....	94.0	94.1	93.0	94.3	95.7	94.2
Average number of cases of tardiness per month.....	119.6	53.6	44.2	61.0	31.6	312.0
Number of teachers employed.....	49	22	19	23	31	144
Average salary paid.....	\$997.04	\$906.81	\$872.49	\$871.73	\$872.58	\$917.89
Cost of tuition per pupil (estimated on average enrollment).....	51.16	48.54	51.32	33.52	43.34	46.28

¹ Colored.*Grammar and primary schools.*

	White.	Colored.	Total.
Number of pupils enrolled.....	28,131	14,143	42,274
Average enrollment.....	23,718	11,584	35,302
Average attendance.....	21,999	10,876	32,875
Per cent of attendance.....	92.7	93.8	93.1
Average number of cases of tardiness per month.....	2,669.8	736.9	3,406.7
Number of pupils dismissed.....	3	0	3
Number of cases of corporal punishment.....	50	19	69
Number of teachers employed.....	613	322	935
Average salary paid.....	\$646.09	\$608.76	\$633.24
Average number of pupils to a teacher (estimated on average enrollment).....	38.5	35.9	37.7
Cost of tuition per pupil (estimated on average enrollment).....	\$16.91	\$17.29	\$17.03

Kindergartens.

	White.	Colored.	Total.
Number of pupils enrolled.....	1,058	585	1,643
Average enrollment.....	686	362	1,048
Average daily attendance.....	596	318	914
Per cent of attendance.....	86.5	87.8	87.2
Number of teachers employed.....	39	22	61
Average salary paid.....	\$349.31	\$336.06	\$344.57
Average number of pupils to a teacher (estimated on average enrollment).....	17.5	16.4	17.1

Special teachers.

	White.	Colored.	Total.
Music.....	10	6	16
Drawing.....	6	6	12
Physical training.....	6	4	10
Average salary paid:			
Music.....	\$634.95	\$770.86	\$685.91
Drawing.....	815.00	756.16	784.58
Physical training.....	754.79	717.18	739.75
Average cost per pupil for special tuition (estimated on average enrollment).....	.58	.94	.70

Teachers of manual training.

	White.	Colored.	Total.
Carpentry and metal working	19	8	27
Cooking	13	6	19
Sewing	18	10	28
Average salary paid:			
Carpentry and metal working	\$909.80	\$783.75	\$872.45
Cooking	650.76	625.00	642.63
Sewing	569.44	667.50	583.03
Average cost per pupil for manual training (estimated on average enrollment)	1.34	1.27	1.32

TABLE IV.—*Enrollment of colored pupils in the District of Columbia, by grades, for the school year ending June 30, 1901.*

Grade.	Whole enrollment.			
	Boys.	Girls.	Total.	Per cent.
Normal school	14	89	103	0.66
High school	209	540	749	4.81
Eighth grade	163	414	577	3.70
Seventh grade	279	501	780	5.01
Sixth grade	386	748	1,134	7.28
Fifth grade	562	897	1,459	9.36
Fourth grade	743	1,096	1,839	11.80
Third grade	960	1,057	2,017	12.95
Second grade	1,226	1,171	2,397	15.39
First grade	1,965	1,975	3,940	25.29
Kindergarten	257	328	585	3.75
Total	6,764	8,816	15,580	100.00
SUMMARY.				
Normal and high schools	223	629	852	5.47
Grammar schools	1,390	2,560	3,950	25.35
Primary schools	4,894	5,299	10,193	65.43
Kindergartens	257	328	585	3.75
Total	6,764	8,816	15,580	100.00

Owned and rented buildings used by the schools during the school year ending June 30, 1901.

	Buildings. ¹			Rooms. ¹		
	Owned.	Rented.	Total.	Owned.	Rented.	Total.
First	8	—	8	79	—	79
Second	8	3	11	78	10	88
Third	9	1	10	78	2	80
Fourth	6	1	7	56	1	57
Fifth	² 11	3	15	77	3	80
Sixth	10	5	15	76	8	84
Seventh:						
White	12	2	13	65	4	69
Colored	³ 10	—	10	37	—	37
Eighth:						
White	9	2	11	54	2	56
Colored	6	—	6	22	—	22
Ninth ⁴	7	1	8	71	11	82
Tenth ⁴	8	2	10	71	9	80
Eleventh ⁴	8	1	9	70	1	71
Total	112	21	133	834	51	885
White	73	17	90	563	30	593
Colored	39	4	43	271	21	292
Total	112	21	133	834	51	885

¹Excluding high schools. ²Including Industrial Home. ³Including Orphans' Home. ⁴Colored.

Free text-books and supplies.

	Quantity.	Cost.		Quantity.	Cost.
BOOKS.			BOOKS—continued.		
Aesop's Fables	420	\$110. 25	Record books	36	\$5. 25
Algebras, Wentworth's School	360	336. 00	Silas Marner	405	88. 06
Analysis, Swinton's Word	60	14. 50	Sketch Book	180	37. 44
Arithmetic:			Snow-Bound	1, 008	113. 40
Advanced, Cook & Cropsey	900	565. 50	Story of Douglass	225	11. 25
Elements of, Milne	1, 756	587. 50	Word and Sentence Book	6, 804	1, 463. 20
Standard, Milne	3, 154	1, 704. 82			
Arithmetic reader:			Total		30, 923. 36
For second grade	1, 020	178. 50			
For third and fourth grades	1, 770	387. 92	SUPPLIES.		
Civil Government, Fiske	96	80. 00	Brushes, paint, camel's hair ..	2, 000	50. 00
Copy books, vertical writing:			Chalk, crayons	5, 000	250. 00
Ginn's Vertical Round			Clay	102	127. 50
Hand, Nos. 2, 3, 4, 5, 6	6, 696	429. 66	Compasses	150	180. 00
Heath's Natural System, Nos. 2, 3, 4, 5, 6	2, 232	111. 14	Gelatin	500	60. 00
Sheldon's Base Line Ruling, Nos. 2, 3, 4, 5, 6	7, 236	383. 49	Glue, Le Page's	300	54. 00
Silver, Burdette & Co.'s Standard Course, Nos. 2, 3, 4, 5, 6	9, 228	611. 35	Glycerin	100	63. 00
Dictionaries, Comprehensive, Worcester's	1, 760	1, 620. 70	Ink, black	3, 500	525. 00
Evangeline	252	28. 35	Ink, carmine	36	3. 90
Geography:			Measures, dry	36	8. 00
Complete, Frye	240	250. 00	Measures, liquid	25	17. 75
Complete, Redway	700	729. 12	Pans, galvanized iron	100	25. 00
Elementary, Frye	1, 816	908. 00	Paper:		
Primary, Redway	1, 700	850. 00	Blocks	31, 462	871. 64
Government and Administration, Willoughby	70	42. 00	Cardboard	16, 000	240. 00
Grammar:			Composition, No. 2	4, 000	231. 60
Buehler	6, 150	3, 044. 25	Composition, No. 3	36, 505	2, 113. 64
Mother Tongue, Part I	10, 406	3, 744. 00	Drawing	1, 515	390. 12
Wheeler	4, 100	1, 312. 00	Drawing	20, 277	182. 49
Elementary English Composition	160	106. 40	Examination	2, 028	1, 744. 08
Hans Andersen's Stories	370	111. 00	Practice	41, 976	2, 262. 51
History:			Wrapping	100	240. 00
Johnston	482	419. 34	Pencils, drawing	100	150. 00
MacMaster	869	724. 16	Penholders	230	205. 85
Montgomery	1, 200	1, 000. 00	Pens:		
Ivanhoe	540	116. 14	Eagle No. 5, vertical	1, 500	345. 00
Lady of the Lake	135	28. 08	Esterbrook No. 556, vertical, gross	3, 200	1, 024. 00
Last of the Mohicans	450	97. 42	Rubbers, blackboard	250	100. 00
Legend of Sleepy Hollow	1, 020	25. 50	Rulers, plain edge	585	175. 50
Marmion	135	28. 08	Splints	90	27. 00
Merchant of Venice	270	59. 22	Squares	40	32. 00
Miles Standish	480	54. 00	Sundries	12	18. 75
Music:			Twine .....		. 85
Modern Music Series—			Total		11, 719. 18
Primer	475	95. 00	ADDITIONAL EXPENSES.		
Third Reader	45	18. 00	Expressage		1. 13
Sheets	13	4. 44	Freight .....		. 44
Music Reader, Vocal Primer ..	6	1. 41	Hauling		598. 75
Old Greek Stories	250	94. 50	Ink for pad .....		. 75
People of the United States, MacMaster	197	328. 99	Labor		48. 50
Readers:			Printing		180. 20
Merrill's Graded Literature—			Salary of custodian and assistant		1, 506. 74
First grade	8, 000	1, 600. 00	Total		2, 336. 51
Second grade	6, 100	1, 952. 00			
Third grade	5, 700	2, 052. 00	Grand total		44, 979. 05
Fourth grade	5, 650	2, 260. 00			

The number of pupils enrolled in the eight grades that were supplied with free books was 42,274, making the cost per pupil for all books, supplies, and miscellaneous expenses \$1.063, and the cost for books alone \$.731.

The cost of books was distributed as follows:

Grade.	Number of pupils.	Total cost.	Average cost per pupil.
First.....	9,036	\$1,640.34	\$0.181
Second.....	6,336	2,638.47	.416
Third.....	5,906	2,616.99	.443
Fourth.....	5,819	7,009.18	1.204
Fifth.....	4,903	4,565.64	.931
Sixth.....	4,095	4,902.26	1.197
Seventh.....	3,291	3,914.36	1.189
Eighth.....	2,888	3,636.12	1.259
Total.....	42,274	30,923.36	.731

The cost of supplies and miscellaneous items was distributed as follows:

Grade.	Number of pupils.	Total cost.	Average cost per pupil.
First.....	9,036	\$2,105.60	\$0.233
Second.....	6,336	1,690.16	.267
Third.....	5,906	3,473.12	.588
Fourth.....	5,819	1,275.23	.219
Fifth.....	4,903	1,710.89	.349
Sixth.....	4,095	1,608.47	.392
Seventh.....	3,291	1,168.03	.355
Eighth.....	2,888	1,024.19	.354
Total.....	42,274	14,055.69	.332

The cost of books, supplies, and miscellaneous items was distributed as follows:

Grade.	Number of pupils.	Total cost.	Average cost per pupil.
First.....	9,036	\$3,745.94	\$0.414
Second.....	6,336	4,328.63	.683
Third.....	5,906	6,089.11	1.031
Fourth.....	5,819	8,285.41	1.423
Fifth.....	4,903	6,276.53	1.280
Sixth.....	4,095	6,510.73	1.589
Seventh.....	3,291	5,082.39	1.544
Eighth.....	2,888	4,660.31	1.613
Total.....	42,274	44,979.05	1.063

Cost of all free text-books and supplies, including miscellaneous expenses, by grades, for each year.

Year.	Number of pupils.	Total cost.	Average cost per pupil.	Year.	Number of pupils.	Total cost.	Average cost per pupil.
FIRST GRADE.				SECOND GRADE—c't'd.			
1892.....	8,005	\$5,748.33	\$0.718	1897.....	6,196	\$5,333.27	\$0.859
1893.....	8,076	2,163.90	.268	1898.....	6,472	6,392.34	.987
1894.....	8,446	3,175.17	.375	1899.....	6,310	4,596.57	.728
1895.....	8,148	3,464.01	.425	1900.....	6,067	5,293.27	.872
1896.....	8,472	4,254.93	.502	1901.....	6,336	4,328.63	.683
1897.....	8,475	3,889.95	.459	THIRD GRADE.			
1898.....	8,949	5,573.50	.623	1892.....	5,390	6,480.37	1.202
1899.....	8,849	4,261.17	.481	1893.....	5,223	2,555.83	.489
1900.....	8,849	5,124.37	.578	1894.....	5,153	2,651.40	.514
1901.....	9,036	3,745.94	.414	1895.....	5,608	3,003.89	1.053
SECOND GRADE.				1896.....	5,687	3,857.10	.678
1892.....	5,814	3,385.01	.582	1897.....	5,808	3,737.62	.643
1893.....	5,904	1,883.16	.318	1898.....	5,761	4,602.52	.798
1894.....	6,014	2,738.26	.455	1899.....	6,053	4,937.73	.815
1895.....	5,921	3,060.98	.517	1900.....	6,130	6,521.82	1.063
1896.....	6,099	4,740.98	.779	1901.....	5,906	6,089.11	1.031

Cost of all free text-books and supplies, including miscellaneous expenses, etc.—Continued.

Year.	Number of pupils.	Total cost.	Average cost per pupil.	Year.	Number of pupils.	Total cost.	Average cost per pupil.
FOURTH GRADE.				SIXTH GRADE—con'd.			
1892	4,877	\$9,165.19	\$1.879	1896	3,900	\$7,804.70	\$2.001
1893	5,011	2,549.24	.508	1897	3,767	4,775.78	1.267
1894	4,776	2,460.98	.515	1898	4,021	7,223.02	1.796
1895	4,725	3,179.00	.673	1899	3,991	6,923.13	1.734
1896	5,055	3,619.89	.716	1900	4,028	5,619.93	1.395
1897	5,150	6,840.81	1.328	1901	4,095	6,510.73	1.589
1898	5,426	5,485.45	1.010	SEVENTH GRADE.			
1899	5,375	5,536.40	1.030	1894	2,986	15,738.94	5.271
1900	5,510	5,001.91	.907	1895	3,145	3,735.79	1.208
1901	5,819	8,285.41	1.423	1896	3,199	4,342.00	1.357
FIFTH GRADE.				1897	3,179	4,263.37	1.341
1893	4,357	9,835.50	2.257	1898	3,163	3,927.03	1.241
1894	4,602	3,037.87	.660	1899	3,272	5,111.45	1.562
1895	4,538	3,966.63	.874	1900	3,322	4,173.68	1.255
1896	4,404	3,008.22	.681	1901	3,291	5,082.39	1.544
1897	4,656	5,165.65	1.109	EIGHTH GRADE.			
1898	4,743	4,117.65	.868	1894	2,570	14,594.87	5.678
1899	4,809	5,696.24	1.184	1895	2,685	3,497.85	1.274
1900	4,881	7,285.50	1.492	1896	2,658	3,229.53	1.211
1901	4,903	6,276.53	1.280	1897	2,731	3,858.04	1.412
SIXTH GRADE.				1898	2,892	2,675.06	.925
1893	3,548	15,407.45	4.342	1899	2,747	3,210.32	1.168
1894	3,598	2,922.79	.815	1900	2,863	3,479.52	1.218
1895	3,945	2,806.37	.711	1901	2,888	4,660.31	1.613

Cost of free text-books, by grades, for each year.

Year.	Number of pupils.	Total cost.	Average cost per pupil.	Year.	Number of pupils.	Total cost.	Average cost per pupil.
FIRST GRADE.				FOURTH GRADE.			
1892	8,005	\$3,954.95	\$0.494	1892	4,877	\$7,670.16	\$1.573
1893	8,076	134.84	.017	1893	5,011	249.87	.049
1894	8,446	501.36	.059	1894	4,776	489.27	.102
1895	8,148	744.94	.091	1895	4,725	1,301.34	.275
1896	8,472	985.45	.116	1896	5,055	1,673.12	.330
1897	8,475	768.39	.091	1897	5,150	3,738.42	.726
1898	8,949	1,797.21	.201	1898	5,426	2,802.37	.516
1899	8,849	.....	.....	1899	5,375	2,685.84	.500
1900	8,849	366.17	.041	1900	5,510	2,850.00	.517
1901	9,036	1,640.34	.181	1901	5,819	7,009.18	1.204
SECOND GRADE.				FIFTH GRADE.			
1892	5,814	1,793.70	.308	1893	4,657	6,684.67	1.533
1893	5,904	48.65	.008	1894	4,602	346.50	.075
1894	6,014	498.28	.082	1895	4,538	2,255.35	.497
1895	5,921	1,221.36	.206	1896	4,404	909.88	.207
1896	6,099	1,287.34	.211	1897	4,656	2,992.28	.643
1897	6,196	1,736.20	.280	1898	4,743	1,925.77	.406
1898	6,472	2,518.52	.389	1899	4,809	2,767.70	.575
1899	6,310	612.50	.097	1900	4,881	4,727.75	.968
1900	6,067	1,657.48	.273	1901	4,903	4,565.64	.931
1901	6,336	2,638.47	.416	SIXTH GRADE.			
THIRD GRADE.				1893	3,548	12,796.60	3.606
1892	5,390	4,209.92	.781	1894	3,598	768.74	.216
1893	5,223	207.24	.040	1895	3,945	1,334.56	.338
1894	5,153	507.56	.098	1896	3,900	5,961.83	1.528
1895	5,608	3,767.94	.672	1897	3,767	2,891.50	.767
1896	5,687	1,421.96	.250	1898	4,021	5,303.16	1.327
1897	5,808	1,097.78	.189	1899	3,991	4,471.57	1.120
1898	5,761	1,608.65	.279	1900	4,028	3,509.00	.871
1899	6,053	1,727.46	.285	1901	4,095	4,902.26	1.197
1900	6,130	2,245.35	.366				
1901	5,906	2,616.99	.443				

Cost of free text-books, by grades, for each year—Continued.

Year.	Number of pupils.	Total cost.	Average cost per pupil.	Year.	Number of pupils.	Total cost.	Average cost per pupil.
SEVENTH GRADE.				EIGHTH GRADE.			
1894.....	2,986	\$14,108.90	\$4.725	1894.....	2,570	\$13,143.70	\$5.114
1895.....	3,145	2,300.78	.744	1895.....	2,685	1,663.81	.608
1896.....	3,199	3,145.02	.983	1896.....	2,658	2,094.15	.787
1897.....	3,179	2,656.13	.835	1897.....	2,731	2,588.38	.948
1898.....	3,163	2,223.31	.703	1898.....	2,892	1,093.26	.378
1899.....	3,272	3,160.31	.966	1899.....	2,747	1,584.53	.576
1900.....	3,322	2,403.11	.723	1900.....	2,863	1,959.47	.688
1901.....	3,291	3,914.36	1.189	1901.....	2,888	3,636.12	1.259

Cost of free supplies and of miscellaneous expenses, by grades, for each year.

Year.	Number of pupils.	Total cost.	Average cost per pupil.	Year.	Number of pupils.	Total cost.	Average cost per pupil.
FIRST GRADE.				FOURTH GRADE—ctd.			
1892.....	8,005	\$1,793.00	\$0.224	1900.....	5,500	\$2,151.91	\$0.390
1893.....	8,076	2,029.06	.251	1901.....	5,819	1,275.23	.219
1894.....	8,446	2,674.81	.316	FIFTH GRADE.			
1895.....	8,148	2,719.07	.334	1893.....	4,657	3,150.83	.724
1896.....	8,472	3,269.48	.386	1894.....	4,602	2,691.37	.585
1897.....	8,475	3,121.56	.368	1895.....	4,538	1,711.28	.377
1898.....	8,949	3,776.29	.422	1896.....	4,404	2,098.34	.476
1899.....	8,849	4,261.17	.481	1897.....	4,656	2,172.37	.466
1900.....	8,849	4,758.20	.537	1898.....	4,743	2,191.88	.462
1901.....	9,036	2,105.60	.233	1899.....	4,809	2,928.54	.609
SECOND GRADE.				1900.....	4,881	2,557.75	.524
1892.....	5,814	1,591.31	.274	1901.....	4,903	1,710.89	.349
1893.....	5,904	1,834.51	.310	SIXTH GRADE.			
1894.....	6,014	2,239.98	.372	1893.....	3,548	2,610.85	.726
1895.....	5,921	1,839.62	.311	1894.....	3,598	2,154.06	.599
1896.....	6,099	3,453.64	.564	1895.....	3,945	1,471.81	.373
1897.....	6,196	3,597.07	.580	1896.....	3,900	1,842.87	.472
1898.....	6,472	3,873.82	.598	1897.....	3,767	1,884.28	.500
1899.....	6,310	3,984.07	.631	1898.....	4,021	1,887.44	.469
1900.....	6,067	3,635.79	.599	1899.....	3,991	2,451.56	.614
1901.....	6,336	1,690.16	.267	1900.....	4,028	2,110.93	.524
THIRD GRADE.				1901.....	4,095	1,608.47	.392
1892.....	5,390	2,270.45	.421	SEVENTH GRADE.			
1893.....	5,223	2,348.59	.449	1894.....	2,986	1,630.04	.546
1894.....	5,153	2,143.84	.416	1895.....	3,145	1,435.01	.464
1895.....	5,608	2,135.95	.381	1896.....	3,199	1,196.98	.374
1896.....	5,687	2,435.14	.428	1897.....	3,179	1,607.24	.505
1897.....	5,808	2,639.84	.454	1898.....	3,163	1,703.72	.538
1898.....	5,761	2,993.87	.519	1899.....	3,272	1,951.14	.596
1899.....	6,053	3,210.27	.530	1900.....	3,322	1,770.57	.532
1900.....	6,130	4,276.47	.697	1901.....	3,291	1,168.03	.355
1901.....	5,906	3,473.12	.588	EIGHTH GRADE.			
FOURTH GRADE.				1894.....	2,570	1,451.17	.564
1892.....	4,877	1,495.03	.306	1895.....	2,685	1,834.04	.670
1893.....	5,011	2,299.37	.459	1896.....	2,658	1,135.38	.427
1894.....	4,776	1,971.71	.413	1897.....	2,731	1,269.66	.465
1895.....	4,725	1,877.66	.398	1898.....	2,892	1,581.80	.547
1896.....	5,055	1,946.77	.385	1899.....	2,747	1,625.79	.592
1897.....	5,150	3,102.39	.602	1900.....	2,863	1,520.05	.530
1898.....	5,426	2,683.08	.494	1901.....	2,888	1,024.19	.354
1899.....	5,375	2,850.76	.530				

TABLE V.—*Growth of the schools since the year 1880.*

School year ending June 30—	Average number of pupils enrolled.					
	First eight divisions.		Ninth, tenth, and eleventh divisions.		Total.	
	Number.	Per cent of increase.	Number.	Per cent of increase.	Number.	Per cent of increase.
1880	15,027	.....	6,573	.....	21,600	.....
1881	15,494	3.10	6,567	10.09	22,061	2.13
1882	16,063	3.60	6,763	2.98	22,826	3.46
1883	16,524	2.80	7,070	4.53	23,594	3.36
1884	16,642	.71	7,225	2.19	23,867	1.11
1885	17,468	4.90	7,689	6.42	25,157	5.40
1886	18,720	7.10	8,191	6.52	26,911	6.97
1887	19,285	3.00	8,448	3.13	27,733	3.05
1888	19,762	2.40	8,791	4.06	28,553	2.95
1889	20,477	3.60	9,088	3.37	29,565	3.54
1890	21,077	2.90	9,289	2.21	30,366	2.70
1891	21,599	2.60	9,702	4.25	31,301	3.07
1892	22,264	3.00	9,942	2.47	32,206	2.89
1893	22,395	.59	10,097	1.56	32,492	.89
1894	23,483	4.85	10,141	.43	33,624	3.48
1895	23,798	1.32	10,046	1.94	33,844	.65
1896	24,347	2.26	10,296	2.48	34,643	2.36
1897	25,261	3.75	10,420	1.20	35,681	2.99
1898	26,243	3.88	10,578	1.51	36,821	3.19
1899	26,742	1.90	10,171	13.84	36,913	.25
1900	27,637	3.34	10,474	2.97	38,111	3.24
1901	28,741	3.99	10,660	1.77	39,401	3.38

¹ Decrease.TABLE VI.—*Average enrollment of pupils in the white and colored schools and the number of teachers employed for each year since 1880.*

School year ending June 30—	Average enrollment.						Teachers.	
	First eight divisions.		Ninth, tenth, and eleventh divisions.		Total.		Whole number employed.	Increase.
	Number.	Per cent of increase.	Number.	Per cent of increase.	Number.	Per cent of increase.		
1880	15,027	.....	6,573	.....	21,600	.....	434	.....
1881	15,494	3.10	6,567	10.09	22,061	2.13	461	27
1882	16,063	3.60	6,763	2.98	22,826	3.46	485	24
1883	16,524	2.80	7,070	4.53	23,594	3.36	505	20
1884	16,642	.71	7,225	2.19	23,867	1.11	525	20
1885	17,468	4.90	7,689	6.42	25,157	5.40	555	30
1886	18,720	7.10	8,191	6.52	26,911	6.97	565	40
1887	19,285	3.00	8,448	3.13	27,733	3.05	620	25
1888	19,762	2.40	8,791	4.06	28,553	2.95	654	34
1889	20,477	3.60	9,088	3.37	29,565	3.54	693	39
1890	21,077	2.90	9,289	2.21	30,366	2.70	745	52
1891	21,599	2.60	9,702	4.25	31,301	3.07	795	50
1892	22,264	3.00	9,942	2.47	32,206	2.89	845	50
1893	22,395	.59	10,097	1.56	32,492	.89	895	50
1894	23,483	4.85	10,141	.43	33,624	3.48	942	47
1895	23,798	1.32	10,046	1.94	33,844	.65	991	49
1896	24,347	2.26	10,296	2.48	34,643	2.36	1,031	40
1897	25,261	3.75	10,420	1.20	35,681	2.99	1,071	40
1898	26,243	3.88	10,578	1.51	36,821	3.19	1,107	36
1899	26,742	1.90	10,171	13.84	36,913	.25	² 1,159	52
1900	27,637	3.34	10,474	2.97	38,111	3.24	² 1,226	67
1901	28,741	3.99	10,660	1.77	39,401	3.38	² 1,283	57

¹ Decrease.² Includes kindergarten teachers.

TABLE VII.—Average enrollment of pupils, the number of teachers employed, the cost of tuition, and rates of increase for each year since 1880.

School year ending June 30—	Average enrollment.		Teachers.		Cost (excluding rent and permanent improvements).		
	Total.	Per cent of increase.	Number employed.	Increase.	Per pupil (based on average enrollment).	Aggregate amount.	Per cent of increase.
1880.....	21,600		434		\$16.95	\$366,199.51	
1881.....	22,061	2.13	461	27	17.28	381,314.19	4.12
1882.....	22,826	3.46	485	24	17.44	398,254.54	4.44
1883.....	23,594	3.36	505	20	17.78	419,594.60	5.35
1884.....	23,867	1.11	525	20	18.22	435,032.79	3.67
1885.....	25,157	5.40	555	30	18.66	469,550.51	7.93
1886.....	26,911	6.97	595	40	17.76	477,998.67	1.79
1887.....	27,733	3.05	620	25	19.11	509,194.01	6.52
1888.....	28,553	2.95	654	34	19.11	545,717.71	7.17
1889.....	29,565	3.54	683	39	20.11	594,774.73	8.98
1890.....	30,366	2.70	745	52	21.58	655,310.08	10.17
1891.....	31,301	3.07	795	50	21.44	671,124.08	2.41
1892.....	32,206	2.89	845	50	22.49	724,521.93	7.95
1893.....	32,492	.89	895	50	23.93	776,616.53	7.19
1894.....	33,624	3.48	942	47	24.56	825,992.84	6.36
1895.....	33,844	.65	991	49	24.78	838,757.60	1.54
1896.....	34,643	2.36	1,031	40	25.23	882,273.18	5.18
1897.....	35,681	2.99	1,071	40	26.08	913,595.79	3.56
1898.....	36,821	3.19	1,107	36	26.07	959,804.34	5.05
1899.....	36,913	.25	1,159	52	27.13	988,415.26	2.98
1900.....	38,111	3.24	1,226	67	27.87	1,062,174.74	7.46
1901.....	39,401	3.38	1,283	57	27.70	1,091,527.38	5.75

¹ Includes kindergarten teachers.

TABLE VIII.—Whole enrollment of pupils in white and colored schools, the number of teachers employed, and the cost of tuition for each year since 1880.

School year ending June 30—	Whole enrollment.						Teachers.		Cost (excluding rent and permanent improvements).		
	First eight divisions.		Ninth, tenth, and eleventh divisions.		Total.		Whole number employed.	Increase.	Per pupil (based on whole enrollment).	Aggregate amount.	Per cent of increase.
	Number.	Per cent of increase.	Number.	Per cent of increase.	Number.	Per cent of increase.					
1880.....	18,378		8,061		26,439		434		\$13.85	\$366,199.51	
1881.....	19,153	4.21	8,146	1.05	27,299	3.25	461	27	13.96	381,314.19	4.12
1882.....	19,031	1.63	8,289	1.75	27,320	.07	485	24	14.57	398,254.54	4.44
1883.....	19,836	4.22	8,710	5.07	28,546	4.48	505	20	14.69	419,594.60	5.35
1884.....	21,221	6.98	9,167	5.24	30,388	6.45	525	20	14.31	435,032.79	3.67
1885.....	21,267	.21	9,598	4.70	30,865	1.56	555	30	15.21	469,550.51	7.93
1886.....	22,198	4.37	10,138	5.62	32,336	4.76	595	40	14.78	477,998.67	1.79
1887.....	23,073	3.94	10,345	2.04	33,418	3.34	620	25	15.23	509,194.01	6.52
1888.....	23,810	3.19	11,040	6.71	34,850	4.28	654	34	15.65	545,717.71	7.17
1889.....	24,584	3.29	11,170	1.17	35,764	2.62	683	39	16.62	594,774.73	8.98
1890.....	25,468	3.55	11,438	2.39	36,906	3.19	745	52	17.75	655,310.08	10.17
1891.....	26,254	3.47	12,132	6.07	38,386	4.01	795	50	17.48	671,124.08	2.41
1892.....	27,398	3.96	12,280	1.21	39,678	3.36	845	50	18.26	724,521.93	7.95
1893.....	27,435	.14	12,329	.39	39,764	.22	895	50	19.53	776,616.53	7.19
1894.....	28,445	3.68	12,233	1.78	40,678	2.29	942	47	20.30	825,992.84	6.36
1895.....	29,078	2.22	12,479	2.01	41,557	2.16	991	49	20.18	838,757.60	1.54
1896.....	29,588	1.75	12,876	3.26	42,464	2.18	1,031	40	20.59	882,273.18	5.18
1897.....	30,141	1.87	12,854	1.17	42,995	1.25	1,071	40	21.60	913,595.79	3.56
1898.....	31,723	5.24	12,975	.94	44,698	3.96	1,107	36	21.47	959,804.34	5.05
1899.....	32,766	3.28	12,794	1.39	45,560	1.92	1,159	52	21.98	988,415.26	2.98
1900.....	33,771	3.06	12,748	1.35	46,519	2.10	1,226	67	22.83	1,062,174.74	7.46
1901.....	34,399	1.85	13,032	2.22	47,431	1.96	1,283	57	23.01	1,091,527.38	5.75

¹ Decrease.² Includes kindergarten teachers.

TABLE IX.—*Amount expended for rent and sites and buildings each year from the year 1880 to 1901, inclusive.*

School year ending June 30—	Rent.	Sites and buildings.	School year ending June 30—	Rent.	Sites and buildings.
1880.....	\$28,908.35	\$74,998.24	1891.....	\$9,892.00	\$229,078.00
1881.....	26,506.11	103,416.91	1892.....	9,602.00	220,344.47
1882.....	26,472.57	253,609.73	1893.....	8,951.25	42,270.36
1883.....	14,805.33	103,141.47	1894.....	9,825.50	66,939.60
1884.....	8,742.50	103,563.94	1895.....	9,648.00	66,408.91
1885.....	7,060.00	118,400.00	1896.....	14,736.50	185,601.12
1886.....	6,919.66	61,130.04	1897.....	14,188.00	182,514.26
1887.....	7,354.00	73,085.34	1898.....	14,934.00	139,669.00
1888.....	10,215.44	239,115.77	1899.....	13,420.00	72,127.86
1889.....	14,832.00	332,312.44	1900.....	13,968.00	71,807.43
1890.....	10,000.00	240,467.39	1901.....	15,092.31	295,308.09

THE COURSE OF STUDY.

As the result of an inquiry ordered by the Senate of the United States in relation to the course of study prescribed for the public schools, the Committee on the District of Columbia reported, on March 22, 1900, that they had discovered a "vast preponderance of evidence tending to show a want of necessary drill in spelling, penmanship, arithmetic, grammar, and geography." This want of drill was said to arise "from the large number of matters called nature or science studies taught in the grades." Another important conclusion reached by the committee was that "the disuse of text-books" had interfered with success in primary training in the schools.

With a view to the prompt and effective correction of these defects in the course of instruction, on September 1, 1900, I made the following recommendations to your board, all of which were approved:

First. That arithmetic be taught throughout the entire year in the eighth grade, instead of, as before, only during a part of the school year, and that no algebra be taught below the eighth grade.

Second. That in all grades less attention be given to physical geography and more to the human side of geography—commercial, political, and place geography—with the geography of current events especially emphasized. That "Our Continent" be dropped as a text-book as too difficult for seventh-grade pupils, reserving it for use as a reference book only.

Third. That the study of geology be omitted from the eighth grade.

Fourth. That English grammar be taught from text-books in the sixth, seventh, and eighth grades, with less attention to formal sentence analysis and more to correct grammatical expression.

Fifth. That English composition be hereafter taught with the aid of text-books in the fourth and fifth grades, introducing the study of formal grammar in the latter part of the fifth year; letter writing to be thoroughly taught in both grades.

Sixth. That the spelling book heretofore found in the fifth, sixth, and seventh grades be placed in the fourth grade also, and that provision be made in all the schools for thorough drill in spelling and definition, oral and written.

Seventh. That in all number work (arithmetic) object teaching or development be followed by thorough drill. That the multiplication table be completed in the third grade.

Eighth. That copy books be used from the second to the sixth grades, both inclusive, and elsewhere when deemed advisable.

Ninth. That the courses in drawing be so simplified as to reduce by one-half the amount of time given to the subject, except in the special high school courses.

Recommendations as to art work, manual training, music, nature study, and other special studies were reserved for future consideration.

In connection with these recommendations I submitted to your board the outline of a provisional course of study which pointed the way to a more thorough drill in the fundamental branches of the elementary schools and defined the work which may reasonably be required of the pupils, while materially reducing the amount of time allotted to "nature work," drawing, music, and the special studies generally. I aimed at that time to make it clear that there was no purpose to disparage the latter, but only to place them in their proper relation to the other studies. They are not and ought never to be denied a place in the curriculum; neither are they to be simply tolerated as having no part nor lot in practical life. They are rather to be taken at their true value as complementing, illuminating, and embellishing every other subject of study.

Nature study, or the observation of the familiar facts of the world about us in an orderly (scientific) way and with a definite purpose, has an acknowledged value in the earliest elementary teaching, in that it gives a keen edge to the child's power to see and supplies him with a store of knowledge at first hand. It has also another but secondary value, furnishing materials for reading and language work in great volume and variety; but it should not exclude other essential things nor be allowed to usurp an undue share of the already limited time of the primary school. The large place it occupies in the school to-day is accounted for not only by its essential usefulness and easy coordination with other studies, but also by the attractiveness with which it is presented to the child; but its tendency now is to become too detailed and technical, especially technical in the too early use of a scientific nomenclature.

The course of study referred to is at best a tentative one, subject to such modifications and improvements as the observations of the supervising body and the teachers may from time to time dictate.

There is much that is conventional in any course of instruction. The apportionment of the amount of work that can or ought to be done in a year in a subject of study duly coordinated with other subjects, placed in a course designed to develop the whole child, was not hit upon in a day. It is the aggregated experience of generations of school masters, and is controlled by the laws of mental growth, so that any revolutionary departure therefrom must be defended on philosophical grounds. It is true that any educated layman can compass a fair knowledge of the whole field of speculation as to what a child should be taught and lay out metes and bounds to separate the essentials from the non-essentials. He may even have the temerity to construct a course of study conforming to his ideals and pronounce it very good, but he is likely to find himself challenged by the authoritative schoolroom experience of the great body of teachers the world over.

The teacher is closer to the real life of the child than any one else excepting the parent, and for this reason her knowledge of the child's mental aptitudes, growth, physical endurance, and moral qualities necessarily surpasses that of any one else. The superintendent who is not hopelessly given over to the worship of his own exclusive theories of school keeping will not be slow to avail himself of the teachers' experience.

You will observe that all of the changes suggested have a twofold purpose, namely: To recover as far as possible lost ground in the training of pupils in the elementary studies and to bring about a more general use of text-books, as an important means to the desired end.

It is due to the entire supervisory force, who were suddenly invested with the responsibility of carrying into effect the will of the board, as expressed in the modified course of instruction, that I should say that I have had cheerful cooperation from them all, and that so cordial and sincere have been the efforts of all the teachers to comply with my wishes, even to the smallest details of administration, that it would have been impossible for me to discover, had I sought to do so, which of them, if any, were not in entire accord professionally with the new program. It is gratifying to be able to make this statement.

It is far from the purpose of this report to claim that the evils alleged to exist in our school curriculum have been wholly corrected, but it is entirely within the truth to assert that all the resources of a thorough organization have been assiduously employed to that end, while at the same time seeking to conserve the many admirable features which marked the public-school system of this district as being in many particulars one of the best in the country. No violent change in methods of teaching has been recommended, because none was needed. On the other hand, what seemed to be a universal demand for a return to the text-book in such subjects as grammar and spelling was promptly met by the adoption of grammars in the fourth, fifth, sixth, seventh, and eighth grades and of spellers in the fourth grade. As no increase of the free text-book fund had accompanied the law of Congress, which in effect stipulated the buying of many additional text-books, it was possible to comply with this command only by the exercise of the most rigid economy in other directions, such as the purchase of general school supplies and so forth.

As a guaranty of good faith in carrying out the implied command of Congress in this respect we were obliged to spend about \$12,000 for new grammars, spelling books, and copy books.

HOME STUDY.

It was deemed wise, after a thorough canvass of the whole subject of home study, to recommend to the board that no home work be permitted below the sixth school year. It has since been discovered that

there is wide difference of opinion among parents on this subject, many urgent requests coming to teachers that lessons be assigned pupils for preparation at home. It is probable that a majority of parents would prefer some home work in the fifth grade. The rule has, however, been consistently adhered to, and the teachers have been instructed to plan the day's work so that all necessary preparation may be made within school hours. Under this plan pupils are to be taught how to study to the best advantage under the teacher's eye.

I am confident that a better management of the school study hours, supplemented by some effective instruction in methods of study, will materially reduce home tasks in both the elementary and the high schools. Every year brings to public notice a considerable number of complaints of overstudy in the high schools, and every year witnesses an earnest effort on the part of the heads of the high schools to mitigate an acknowledged evil. During the past year the work of first-year pupils was considerably lightened by reductions in the number of weekly periods in algebra, Latin, and history, while similar relief was given in the fourth year in English with good results. The substitution of a simpler selection in literature for *The Flight of a Tartar Tribe* will remove some of the difficulties which have attended the use of the latter in the first quarter of the first year.

PROMOTIONS OF PUPILS.

After many conferences with the supervising principals and leading teachers, I recommended a modification of the method of promoting pupils to the high school with a view of getting a better selection without resort to a final examination. The eighth grade teachers were instructed to send forward only such pupils as were unquestionably qualified for advancement, and to certify for examination all who were considered doubtful or whose parents might request that an examination be given. This plan gave to the high schools only the best product of the grammar schools and relieved the teachers from the importunities of parents on behalf of delinquent pupils by affording the parents of such an opportunity of challenging the teacher's judgment without offense. Two hundred doubtful pupils were thus examined by the supervising principals, the results furnishing satisfactory evidence that the method of promotion had been a wise one.

TEACHERS' TENURE OF OFFICE.

One of the most important acts of the Board of Education during the past year was the adoption of a rule abolishing the annual election of teachers and making their tenure secure during efficiency and good behavior. It was thought that the assurance of employment would be an incentive to teachers to fit themselves more completely for their work and would secure a higher standard of teaching.

There is no reason urged for a permanent tenure of office for public officials or private employees during efficiency and good behavior that does not apply with added force to the teacher. Among the thousands of persons on the rolls of the General Government and of the District government in this city public school teachers seemed to be the only ones whose terms expire annually. Reasons in law may exist for the practice of annual appointments in other cities, such, for instance, as local school committees or boards not having authority to make permanent contracts, or contracts running for a longer term than that for which they themselves were chosen. Possibly the spoils system has had a hand in determining the tenure of teachers in some cities.

The plea in favor of the hiring of teachers by the year, whenever it has been made from the standpoint of the employer, is founded on the fiction that any self-respecting person who, after spending his best years in preparatory professional training in high, normal, or special schools, has deliberately chosen as a life work this honorable calling will be at his best only when under the spur of an implied threat of dismissal.

Fear is expressed by the advocates of the yearly contract that it will not be easy to get the best work out of teachers whose tenure is secure, and still more difficult to get rid of delinquents and incapables. This is not true, for excellence in teaching is not developed by fear of dismissal. The best teachers are born, not made; some others are made, and all are made vastly better by training in good normal schools, and are held up to a high standard of teaching by expert supervision, which must be not only exacting but inspiring and progressive as well.

The organic law gives the Board of Education ample authority to "employ and remove." This power of removal can and should be exercised whenever necessary to increase the efficiency of the service.

I favor also, as an additional safeguard against the retention of inferior teachers, a term of probation for all new appointees, whether from the normal school or not. Unless close and critical supervision of the teachers' work goes hand in hand with the assurance of permanent employment there is danger of putting a premium on mediocrity. In the absence of the threat of dismissal for the inefficient that has been implied in an annual appointment, supervising officers must be held responsible for maintaining high standards of teaching. So, too, if the permanency of the teachers' tenure is likely to cause superannuated employees to be retained beyond the period of their effectiveness, the board should seriously consider measures for their honorable retirement.

THE MERIT SYSTEM.

Your board is entitled to the thanks of all who have the permanent good of our schools at heart for its emphatic approval of the merit

system as shown in the rule abolishing annual appointments and in the requirement that every applicant for a position as special teacher shall pass a competitive examination. The application of the principles of civil service to the promotion of teachers as they have already been applied to their appointment is also foreshadowed and will soon be realized.

I am firm in my conviction that the only sane and safe policy in the promotion of teachers, as well as in the determination of their qualifications generally, consists in placing the responsibility for an efficient discharge of their duties upon the officers who are employed to guide, criticise, and inspire them—this always on the assumption that such directors or supervisors are thoroughly expert in their profession and equally fair-minded and conscientious. Nobody really knows about a teacher's worth as compared with that of another teacher except the man or woman charged with the oversight of her work.

The teacher's efficiency is measured by many standards and from more than one point of view. Think of what must be considered in making up a judgment of a teacher's work, especially if that judgment is to be used in comparing her with some other teacher. The supervisor must consider her power to discipline, her scholarship, her aptness to teach, her sympathy with childhood, her attitude toward the governing officers, and toward parents and other teachers. Her personal habits, self-control, carriage and address, and general culture must all count in the grand total of her accomplishments. Such judgments must be made—can alone be rightfully made—by those who have opportunities to see the teacher in the midst of her work, at her best and at her worst; to know what the parents of pupils think of her and what her principal thinks of her.

An efficiency record of a teacher's value should not be the result of a single observation, but of many repeated observations at intervals—intervals permitting possible development or possible retrogression. A single lesson, the work of a single day, week, or month is an unfair criterion.

It is gratifying to be able to record that in this political center, where, it has been alleged by some, the word "influence" is clothed with more than ordinary potency, the controlling educational authority has deliberately stripped itself of such power as seemed to make patronage or favoritism possible, and placed the selection and advancement of the whole teaching force on the only just basis—that of preferment by merit alone.

SCHOOL ACCOMMODATIONS.

Congress has for the past two years made generous provision for new schoolhouses. If this liberal policy is continued the half-day school will soon disappear. When children have reached the third

year of school life no good reason can be urged for refusing them the opportunity for a whole day's schooling, provided the work given them is adapted to their capabilities both in matter and in the methods of presentation.

There has been much just complaint on the part of parents against the half-day school in grades above the second, and some have thought that those in charge of the schools have either favored such half-time schools or been indifferent to them. This is not so. The half-day school of the third or fourth grade is as heartily disliked by the school officer and teacher as by parents, the ambitious teacher realizing keenly the difficulties which beset her in the effort to keep half-day pupils up to the standard of corresponding whole-day schools.

The current appropriation act provides for the construction of four 8-room buildings, three 4-room buildings, the enlargement of a 6-room building by the addition of two rooms, and a 4-room building for manual training in the graded schools. In addition to these, there are now under way a 12-room building, four 8-room buildings, and three 4-room buildings under the appropriation act for the year ending June 30, 1901. These buildings when completed will add 100 school rooms to our present accommodations and practically wipe out the half-day school in the third and fourth grades throughout the city. When this is done it will probably not be difficult to keep pace with the normal growth of our schools.

A very marked expansion of our school system may be looked for in the rapidly growing suburbs. An example of this rapid growth is seen in the case of the Tacoma school, which already contains five full classes in four rooms, although the building has been occupied only since September of the present year. It will no doubt be necessary to incorporate in next year's estimate a provision for enlarging this building by the addition of four schoolrooms. Other examples of the rapid suburban growth which calls for enlarged school facilities are found in Kenilworth, Twining City, Langdon, Congress Heights, and Brookland.

Now that our two manual training schools are nearing completion and the needs of our academic high schools seem to be amply met for a number of years at least, only two projects of large importance remain—the construction of a suitable home for the Business High School and the adaptation of some existing building to the exclusive uses of the Normal School. The phenomenal development of the Business High School, its universally conceded usefulness as a part of our school system, and the enthusiastic promotion of its interests by an active alumni association have rendered unnecessary any special plea on my part as to the imperative need of a suitable building for its uses. In planning for such a structure we should profit by our experience in the case of the manual training schools now almost fin-

ished, both of which, even before their occupancy, promise to be inadequate to the accommodation of the pupils already on their rolls and now occupying temporary quarters.

A building intended to serve as the permanent home of the Business High School should furnish room for at least 1,500 pupils and be so constructed as to admit of further extension.

The Washington Normal School, organized in 1874 and since brought to a high standard of excellence, has never at any time had a home of its own. Such a home when found must be in a portion of the city where children can be obtained in large numbers for the practice schools, and therefore would naturally be located in some existing center of school attendance rather than in the newer parts of the city. It is thought that the reconstruction of the Henry School will afford all the facilities for this purpose.

By invitation of the Engineer Commissioner I submitted, through the chairman of the committee on buildings, certain suggestions in regard to the construction of future school buildings, some of which I deem of sufficient importance to be mentioned here.

I called attention to a building then in course of erection which was so radical a departure from the accepted type ground plan as to have no separate and opposite entrance for boys and girls, and stated that it was difficult to see how 400 children could be safely or expeditiously handled in a schoolhouse in which all the avenues of egress on the main floor led to a single door. I also noted the fact that the schoolrooms in nearly all of the new buildings are too small, being in some instances only 24 feet wide. To comfortably seat 48 to 50 pupils the rooms should be 25 or 26 feet in width and from 32 to 35 feet in length. I am aware that these smaller rooms conform to the requirement of 15 square feet of floor surface to each pupil, but this is a minimum requirement which some of the architects seem to think need not be exceeded. I call attention to the ample size of schoolrooms in some of our older buildings:

	Feet.	
Franklin School.....	34	by 27
Seaton School.....	40	by 27
Curtis School.....	32.7	by 27
Abbott School.....	35	by 26
Dennison School.....	36	by 26
Grant School.....	36	by 26
Webster school.....	33.5	by 26.2

While it has been the policy of the school authorities to reduce the number of pupils in each room, and while there has been manifest progress in this direction, this progress has been necessarily slow, and to-day many of our schoolrooms contain from 48 to 50 pupils. Any marked reduction in the size of schoolrooms would therefore be inadvisable. Moreover, in every schoolroom in this District daily physical exercises constitute a part of the regular program. To properly

execute even the simplest calisthenics there should be wide aisles between the rows of desks and ample space between desks and walls. Especially is this true in the higher grades, where apparatus such as dumbbells and wands are in use. The modern schoolroom must also have space for bookcases, tables, and other appliances necessary to a proper equipment. The number table found in our primary schools alone occupies about 30 square feet of floor space.

I also urged the following improvements in schoolhouse construction:

1. The ventilating of rooms in which water-closets are installed as a problem independent of the general scheme of ventilation for school-rooms. By this I do not mean simply the employment of vent pipes in compliance with ordinary plumbing regulations, or the use of special devices for ventilating fixtures, but, in addition to these, a ventilation of the entire room so active as to prevent the escape of odors into the halls and rooms above, as is now the case in some buildings where the most approved modern fixtures have been recently installed.

2. The use of ground glass in the upper sashes of schoolroom windows.

3. The substitution of window shades for inside blinds. Slat blinds have proven unsatisfactory.

4. The lowering of the chalk ledge to within $2\frac{1}{2}$ feet of the floor.

5. The use of ribbed or prismatic glass as a means of diffusing light in rooms where the window space is insufficient.

MANUAL TRAINING.

The occupation of the two new manual training schools should mark an epoch in our development—an epoch of equal significance with that in which our local normal school was instituted or that which later gave birth to our first high school. Not that manual training is in any sense inaugurated with the completion of these buildings, but that their occupation places an appropriate capstone upon the edifice of manual instruction in this city, heretofore incomplete, although built upon a noble foundation. For more than a decade Washington has had one of the most complete systems of manual training in elementary schools to be found in the country. We have furnished carefully graded work for boys in carpentry and the elements of mechanical drawing, and corresponding work for girls in sewing and cooking. The work for boys has continued progressively beyond the grammar schools, with wood turning, forging, pattern making, and machine work in iron in the high school courses, but the work for girls has stopped short at the threshold of the high school. Girls have begun to sew in the third grade at 9 years of age and continued to advance in this homely art up to the sixth grade, where dressmaking begins, from which point cooking takes its place as the sister art of

the household. This training is not elective, nor is it left to the caprice of the child, but is properly required of every girl in the schools in the grades named, and in my opinion no expenditure of public money has given richer returns on the investment and none touches more closely the home life of the community for practical and permanent good.

But in the mad race for the normal school our girls have ceased at the portals of the high school to be interested in stitches and gussets, in roasts and pastries, not from choice but because the pathway of preferment has not lain through the fields of domestic science and art, but by way of the academic studies alone. This is all changed in the new courses of the manual training schools, and now advanced cookery, the work of the diet kitchen, millinery, and dressmaking become a part of the curriculum in preparation for the normal school. Besides this concession to candidates for the normal school, there is a two-year course in domestic science and art intended for those who have in view the serious purpose of fitting themselves for a livelihood through skilled labor.

After all, few of our graduate girls get to be teachers and fewer still reach college. The establishment of the new courses for girls has therefore done a notable service in diverting many of them from a fruitless chase for admission to the normal school by furnishing them with a new and equally worthy ideal.

MEDICAL INSPECTION.

Systematic medical inspection of the pupils of the public schools has been repeatedly urged by the health officer of the District, by the medical societies of this city, and by former boards of school trustees in their annual reports. A daily inspection of pupils has been introduced in Boston, New York, Chicago, Philadelphia, and several other cities. Boston appointed 50 medical inspectors in 1894 at a salary of \$200 each. These inspectors are qualified physicians who visit the schools in their respective districts each morning and examine all pupils complaining of illness or whose symptoms indicate illness as observed by the teacher. Children too ill to remain at school are sent home on the advice of the medical inspector. Incipient cases of diphtheria or other contagious diseases are discovered, the patient excluded, and the usual sanitary measures taken to protect their classmates from contagion. The authority of the inspector ceases with the exclusion of the child from school, except so far as such inspector may be the agent of the health department, reporting and quarantining infected premises, destroying infected books and other material, etc., under the direction of the medical sanitary inspector of the health department.

The law is already explicit in providing, under the health officer,

for a thoroughly organized service designed to carry out the provisions of the act of December 20, 1890, "To prevent the spread of scarlet fever and diphtheria;" the act of March 3, 1897, "To prevent the spread of contagious diseases in the District of Columbia."

The medical inspectors' work should, therefore, consist almost wholly in discovering cases of illness, especially of communicable diseases, and excluding such patients at once from school, being careful not to invade the domain of either the teacher, the family physician, or the health department. They must necessarily be under the administrative control of the Board of Education, while technically and professionally under the direction of the health department.

It is for the Board of Education to organize the stated physical examinations as a duly proportionate part of the daily program and to forestall any questions of jurisdiction that may possibly arise between the medical inspector and the teacher.

Should this estimate be approved by Congress, I recommend that these duties of medical inspector be extended to include, in addition to the examination of pupils—

First. The physical examination of all candidates for admission to our normal schools.

Second. The vaccination of such indigent pupils as may be kept out of school by inability to pay a physician for that service. The physicians to the poor do not seem to be always accessible for this service.

I append the latest data in my possession on the subject of medical inspection in schools, being a part of the report of the superintendent of schools of Chicago for the year ending June 30, 1900:

Medical inspection, January to May, 1900.

Disease.	January.	February.	March.	April.	Total.
Diphtheria	94	41	27	8	170
Scarlet fever	165	104	80	52	401
Measles	199	135	224	90	648
Whooping cough	12	14	17	12	55
Chicken pox	184	217	200	69	670
Tonsilitis	318	164	145	62	689
Mumps	164	361	432	203	1,160
Parulent sore eyes	20	13	15	7	55
Impetigo	65	53	54	21	193
Pediculosis	77	73	68	23	241
Ringworms	27	21	19	9	76
Eczema	13	13	14	8	48
Other diseases	41	33	39	20	133
Total exclusions	1,379	1,242	1,334	584	4,539
Total number of pupils examined	18,155	23,888	24,914	10,348	76,805
Number of inspectors reporting	49	49	49	49	196
Number of cultures taken	140	240	257	74	711

¹ Add 1 chief inspector.

This report shows an aggregate of 76,805 pupils examined in four months, resulting in the exclusion of 4,539, who were suffering from various children's diseases. Mumps comes to the front with 1,160 cases, followed in order by tonsilitis, chicken pox, and measles, with

689, 670, and 648, respectively. That red scourge, scarlet fever, is next, with 401 cases. As I glance down the list it is noteworthy that Chicago alone, of all the cities whose reports I have seen, seems willing to sacrifice civic pride to scientific truth, and comes boldly up to the scratch with a confession of 241 cases of pediculosis. Skin diseases, impetigo, ringworm, and eczema show, respectively, 193, 76, and 48 cases. There were 55 cases of whooping cough reported.

The value of such investigation is universally conceded. As to expense, Chicago, with an enrollment of 235,861 pupils, employs 50 inspectors, an average of 1 to every 4,707 pupils, at a cost of \$8,232.36 per annum; and Boston, with an enrollment of 90,606, employs 50 inspectors, an average of 1 for every 1,815 pupils. These inspectors were paid \$200 each in 1894. I have no information as to their pay at present. The employment of inspectors in Washington, with an enrollment of 46,000, would give 1 for every 4,181 pupils or about 1 for every 8 school buildings. If thorough daily inspection of all cases of suspected illness is contemplated, as many as 1 inspector for each school division will be needed. If less frequent visits are desired a smaller number will suffice.

NIGHT SCHOOLS.

The night schools have been conducted with constant reference to the needs of that large and deserving class of young people whose opportunities for a well-rounded education were arrested early in life by accident or by the necessity of earning a livelihood. The duty of the municipality to provide educational opportunities anew for such persons is generally admitted.

Although the schools were in the main well conducted and served by many excellent teachers, the necessity for a better and more centralized organization was apparent, and steps have been taken to that end for the coming year.

KINDERGARTENS.

The kindergarten first became an integral part of our school system in 1898, when an appropriation of \$12,000 made it possible to set up 16 white and 8 colored kindergarten schools. During the year just ended this number had increased to 30, of which 19 were for white and 11 for colored pupils—employing 60 teachers and 1 director. Requests frequently come from various parts of the city for the establishment of such schools, and in view of their evident popularity and usefulness the board will ask for an appropriation of \$35,000 for the next school year. Should this amount be available it will be possible to increase the number of schools and make some advances in the pay of the assistants, now much too small.

The report of the supervising principals presents in considerable

detail the daily work of the graded schools and the purpose of that work. The operations of the 5 high schools are fully shown in the report of the director thereof, while the director of manual training sets forth the present condition and aims of the 2 manual-training schools. These reports, together with those of the heads of the departments of special instruction, which I append, constitute a succinct history of the public schools of this District for a single year and render unnecessary further discussion by me of the subjects treated in them. I commend them all as worthy of your careful reading.

I beg to express to the Board of Education my profound gratitude for the confidence and support it has given me in all its official acts. Besides this, I am grateful for personal kindnesses received from each of its members.

Very respectfully,

A. T. STUART,
Superintendent.

REPORT OF THE SUPERVISING PRINCIPALS.

WASHINGTON, D. C., *December 7, 1901.*

SIR: On behalf of the supervising principals I have the honor to submit herewith a report of all the graded schools of the District of Columbia for the year 1900-1901. It includes the usual statistical tables and a statement of the work of the schools and of the supervision given them by this corps.

The report was prepared by me in pursuance of authority given me by the formal action of my associates in electing me to perform this service as their representative. It has been read to them, has received their approval, and has thus become their own expression.

On September 17, 1900, the schools opened under the control and management of the Board of Education, and a new course of study was forthwith presented to teachers for their guidance. A brief discussion of the leading features of the new course and of the work done in accordance therewith follows.

LANGUAGE.

Language teaching has two chief purposes, to train the pupil to get thought from written or printed matter and to express thought in speech or written discourse. Learning to read and learning to express what he knows in correct form make a large part of the work which the pupil has to do in school, for related to the reading and the expressing are kindred subjects which must be mastered before the pupil can do either of these things well. So in one way or another language teaching has entered nearly every exercise of the class room and has received the aid which practice always renders to precept. In this way the subject has not only had its own generous share of school time, but has also been helped by the teaching of other subjects.

Reading.—The teaching of reading sought to accomplish three distinct purposes: First, to teach the pupil to get thought by reading; second, to implant a love of good literature in his mind; and, third, to train him to read aloud fluently and with expression. These purposes were kept constantly in view by the teachers, who spared no pains in their efforts to realize them. The first steps in learning to read were taken in the first grade. During the first two or three weeks of the term pupils conversed with their teachers upon familiar subjects.

Toys, games, trees, fruits, and flowers, as well as many other familiar things, gave opportunity to the children to express the results of their observations in well arranged sentences. Then sentences made in this way were written on the blackboard by the teacher. The pupils soon learned to recognize such sentences, as wholes, and became able to reproduce them. Following this came the reading of many sentences from the blackboard and from hektographed sheets, and the writing of original sentences in which the words already acquired were employed. So from strength to strength the child went on until by the end of the year he had read one reader, principal parts of two other reading books, and much matter furnished by his teacher.

One reader, principal parts of two other reading books, and selections from *Æsop's Fables* were read in the second grade. In the third grade two reading books, *Andersen's Fairy Tales*, and parts of the *Health Primer* were read. In reading the *Health Primer* the pupil began to read for the purpose of gaining information. From this point on much of the reading was largely for the purpose of learning—gaining information to be used in recitation, reproduction, or other class exercise. So in the fourth grade, and in succeeding ones, pupils had practice in reading not only in their reading books but also in several other books whose use added to the pupil's power to read.

To get thought by reading is the foundation of study from books. As power to master the difficulties of reading—recognizing the symbols—increased, more training was given in getting the central thought from a paragraph, a page, or a chapter. The power to summarize a lesson in literature or civics was expected from an eighth grade pupil and marked the highest achievement obtained in reading for the purpose of getting thought from the matter read.

From the first grade to the eighth literature of a high quality, adapted in difficulty to the learner's ability, was placed in the hands of the pupils. Beautiful poems were read in relation to school work and many of them were memorized. In the higher grades masterpieces were read and studied as entireties, affording opportunity to the pupil to feel the charm of the writer's style, the strength of his imagination, and his skill in invention. In addition to these provisions another important step in fostering a love for literature was taken in giving every eighth grade pupil an opportunity to read several complete works, each of which is a classic in English literature. This was accomplished by the action of the Board of Education in supplying sets of books for circulation among the eighth grade schools. Enough sets were supplied to enable every pupil to read several books outside his regular school work.

It is not possible to measure in any one year all that such influences as these accomplish, but the inexorable law of cause and effect applied in this case would warrant the conclusion that from these

efforts must have resulted some increment to the appreciation felt by the children for good and pure reading.

Along with the work already noted much attention was given to reading aloud. In the lower grades such an opportunity was given daily to every pupil. In these lessons emphasis was laid on enunciation, volume of tone, and modulation. In the higher grades as much time as practicable was given to improving the quality of oral reading. It is believed that some improvement was made in this matter. The results may fairly be stated as follows: In every grade pupils were able at the end of the year to read aloud in an intelligible manner after inspection or study matter provided for their grade, and in most cases with pleasing effect.

When the character of the reading provided for the schools is considered, this is not a small result.

Composition.—Ability to express thought in good and idiomatic English has been sought persistently through the means of oral and written compositions. From the first grade to the eighth daily exercise in the making of English was required. In most instances this work was the stating in the best form at the pupil's command of the results of his study of other subjects, combining in utility the advantage of practice in composing with that of giving definition and precision to the knowledge already obtained. In the fourth grade pupils began the systematic study of composition and letter writing from a text-book provided for that purpose and in the grades above the fourth the same practice was followed. Thus in these grades the study and practice of composition writing went hand in hand, each helping the other. While the amount of time given formerly to written work was this year reduced, the use of a language book through the year by the grades above the third compensated for that loss. Eventually, with the present good methods of teaching, it will greatly improve the composition writing.

Grammar.—A few elementary facts of grammar were taught in the primary grades. How to begin and how to end a sentence, how to write proper names, the forms of nouns and of a few irregular verbs, and how to use quotation marks were taught there. In the fourth and fifth grades a text-book in speaking, reading, and writing English was introduced; a text-book on composition and grammar was given to the sixth grade, and a modern English grammar was placed in the seventh and eighth grades, making a line of text-books on composition and grammar from the fourth to the eighth grade, inclusive. A definite assignment of work was made to each of these grades, resulting in a clear understanding by the teachers of what was to be taught. The using of these books has concentrated teaching effort and reduced loss through unnecessary development without sacrificing the individuality and power of the teacher. Hence there has been a well-

defined body of knowledge gained by the study of these books. The cumulative effect of progress in this study from the fourth to the eighth grade under these conditions can not now be told, but the testimony of teachers is favorable to the first year's use of a grammar in these intermediate grades.

Spelling.—To learn to spell has always been a hard task for the pupil. It is a function of the school to teach the pupil to spell. Economy of effort on part of the pupil and teacher requires the use of the most intelligent methods for securing this result, which is demanded by the school, but which experience has shown to be hard for the pupil. Three lines of work have been followed in an effort to obtain good spelling.

First. Words added to the pupil's vocabulary from day to day in the progress of his work in other subjects have been spelled. Lists of such words have been made for study, and the words have been written as class exercises. But this method provides only for the vocabulary used by the pupil in the schoolroom as a natural expression of the subjects of his daily study. It does not provide for the spelling of many words which he uses in connection with the home, the store, or with the activities of life; in short, there are many words which the pupil is expected to be able to spell which are not naturally suggested by, or involved in, the study of his other lessons. This fact led to the use of another method.

Second. Lists of words for study and spelling were given. In the first three grades these lists included words familiar to the pupil, many of which related to his home life. Beginning with the fourth grade and continuing to the seventh, a spelling book was used. The spelling book was put in the fourth grade last year. It was used through the year and did much to improve the spelling. In the eighth grade, in place of a spelling book, lists of words were selected by the teacher. As the vocabulary of an eighth-grade pupil is a large one, embracing the words taught or employed in the grades below, the lists of the eighth-grade teacher have been composed of review words and words frequently misspelled, as well as others new to the child.

Third. One other part of the process of learning to spell should be mentioned. The study of the construction of words—word analysis—has formed a part of the work of every grade. In the primary grades this has been done by phonetic exercises, word building, and grouping words by correspondence of spelling. In the intermediate grades, the study of the forms of words, of common prefixes and suffixes, and words derived thereby has been a part of the language work of the year. In the seventh and eighth grades thorough work in word analysis was given, including in the latter grade a study of Anglo-Saxon and Latin root words, as well as English and Latin prefixes and suffixes.

In the fourth and succeeding grades the Comprehensive dictionary

is furnished. Pupils are trained to use this constantly with study and composition work. This practice directly aids the spelling. The emphasis given to the subject in these ways has brought an improvement in spelling. Teachers are practically unanimous in this opinion. Improvement can yet be made. A well-selected speller in the eighth grade would be hailed by teachers of that grade as a welcome and needed aid.

OTHER SUBJECTS.

Arithmetic.—Thorough work in number was attempted in all of the grades last year. Objective teaching, mental drill, and written work were all employed with zeal and intelligence in an effort to advance attainments in arithmetic. Some gains were made, but the whole problem was not solved. At the end of the year teachers said the pupils were more accurate in processes than formerly, but that the results as a whole were not to their satisfaction.

The first four grades were chiefly concerned in teaching the fundamental processes and their applications to familiar conditions and with elementary work in denominate numbers and fractions. New principles were first developed by objective teaching and then fixed by repetition and mental drill. This work was thoroughly done and was, in the main, satisfactory. In the fifth grade fractions, common and decimal, were taught. Simplified methods of handling certain processes enabled teachers to improve results. The work of this year was an improvement over that of the same grade in preceding years. In the following grades work in number becomes more difficult. The applications grow broader and more intricate and at the same time more removed from affairs within the pupil's experience. From the nature of the case, objective teaching fills this gap less completely than it does in the case of the relations involved in more elementary work. Hence, in the problems of business and commercial arithmetic, which constitute the larger part of the work of the advanced grades, relatively poorer results were shown than those shown in the earlier stages of the work.

A betterment of this condition may be looked for as a result of more thorough knowledge of processes resulting from drill therein in the lower grades, and a better understanding of conditions through continuance of objective teaching combined with rapid mental drill.

History.—In the first and second grades historical stories relating to national holidays were told to pupils by the teachers. The beginnings of the course in history were laid in these simple narrations. In the third grade stories about the lives of a few of the great men of American history and incidents in connection with the geography and history of the city were told. Oral and written reproduction of these facts were made by the pupils. In this way much interesting work was done and good results followed both in history and in language

teaching. The subject occupied a larger place in the fourth grade. The city government and the early history of the District of Columbia were studied during the first part of the year. This was taught, in the main, without books. In the latter part of the year the story of Two Inaugurations was read. This was the beginning of the study of history from a text-book. A text-book in the hands of pupils furnished much of the material used in the fifth grade. Events in the period of discovery and settlements formed the chief part of the work of this grade. The course for the sixth and seventh grades was arranged to present an outline of the most important historical events from the discovery of America to the present time. On account of the great amount of material included within these limits it was imperative that attention should be fixed only on significant and leading facts. Teachers in following this course were able to do broad work on well-chosen topics and to impress that work upon the memory of their pupils.

The sixth-grade study in history closed with the conclusion of peace, 1783. After reviewing the Revolutionary period the seventh-grade work went on from that point.

The work of the eighth grade consisted in a study of the local government, including the history of the District of Columbia; the General Government and the Constitution of the United States; and State, county, township, and city government. By careful outlining, the work of the eighth-grade schools was materially decreased in this subject.

Special features of the study of history in all grades were the attention given to local history in connection with the celebration of the centennial of the capital city, the use of newspaper clippings relating to subjects being studied, and the constant correlation of geography and history.

Geography.—The course in geography followed during the year was planned to give prominence to a study of the earth as the home of man—the scene of his activities, social, commercial, and political. The study of physical phenomena was subordinated to this aim, but was not neglected. The work began in the third grade with the schoolroom. Then followed a study of the school building and the immediate neighborhood. Before the end of the year the city had been studied, a plan of it made, and its public buildings, parks, street railways, and other familiar features had been talked about and located. This beginning was followed in the fourth grade by a study of the environments of the city in the District and in the adjoining States. From this study of home geography the pupil went gradually to the learning of simple facts about North America. Then followed a course including many of the physical and industrial features of the United States. In the fifth grade detailed work in the geography of the United States was followed by a study of the minor countries of North America and a general study of South America. The subjects

of the sixth-grade course were the world and its divisions, each treated in a broad way, and a detailed study of the United States. In the seventh grade mathematical geography, a review of the continents, and a thorough study of the great powers and their dependencies throughout the world was prescribed.

By eliminating much of the physical geography formerly required time was saved to give to other phases of the work.

Some books of geographical reading were furnished and were read by the pupils of several grades. Illustrative matter was brought to school in great variety and contributed much to the life and interest of the subject. Throughout the course special attention was given to geography of the new possessions of the United States and to the manners and customs of their inhabitants. Geography related to the history and to current events was investigated and learned. The course provided a careful and comprehensive study of the geography of the United States, progressing from the fourth to the seventh grade. This fact insures to a pupil who has attended one of these grades some definite knowledge about his own country.

Definite knowledge of the location of places and of physical features was demanded by the course of study. This result was apparent at the end of the year in every grade. The year's work in geography was satisfactory.

Penmanship.—Copy books were used in the schools from the second grade to the sixth, inclusive.

The books were useful in furnishing a standard and a convenient means of practicing writing. Painsstaking care in all written work, united to the use of the copy books, produced good penmanship in many cases. But the writing as a whole could not be pronounced good, for the reasons that it did not generally conform to a standard and was not consistent with itself. Penmanship in all the grades, however, was characterized by legibility to a marked degree, and by neatness.

Physiology and hygiene.—A course in this subject was provided extending through all the grades. In the primary grades its aim was to teach facts essential to proper care of the body and to secure from such knowledge habits which promote health.

By oral teaching cleanliness and care for the body and clothing were inculcated. In the intermediate grades conditions affecting health in the schoolroom, the home, and the city were considered with the use of a text-book.

Food and digestion were studied in the sixth grade, and municipal regulations regarding garbage were investigated. In the seventh grade the assigned subjects were circulation and respiration, in connection with which air and ventilation were considered.

In the eighth grade a more detailed study of sanitation was indicated, and the nervous system and special senses were assigned.

Emphasis was laid on the parts of text-books relating to the use of alcohol and tobacco.

This course was valuable in that it directed attention forcibly to matters closely affecting health. The study of the parts of the body and their functions fostered good habits of care for the body. Such habits in the care of the body as a result of intelligence were properly emphasized. Attention to the laws of health led directly to a consideration of the means of safeguarding health, not alone by individual effort, but by concerted or municipal effort. Habit is not formed in a day, whence it may now be too early to determine all the results of this work, but much that was encouraging was observed to come from it.

SUPERVISION.

The duties intrusted to the supervising principals are both administrative and educational. As the head of the schools of his division he stands as the representative of the superintendent and of the Board of Education. As such his duties are diverse and numerous, covering the whole range of the activities of the schools in their management, control, and educational progress. He is responsible for the observance of the rules of the Board of Education by pupils, teachers, and janitors of his division; for the proper interpreting and following of the course of study by his teachers; for the care of and accounting for the text-books and supplies furnished to teachers and pupils; for the keeping in proper manner by teachers of the forms and records prescribed by the Board of Education; for promulgating the resolutions of the Board of Education; for gathering and transmitting any information required by the superintendent of schools; for grading and transferring the pupils in the schools under his charge; for visiting, examining, and improving the schools; for maintaining discipline among pupils and adjusting disagreements of whatever kind or nature arising in the schools of his division. These and many other duties related thereto are committed to the supervising principal. He is furnished an office and is required to be there from 8.30 to 9 a. m. and, unless otherwise engaged under the direction of the superintendent, from 3.30 to 4 p. m. After 9 o'clock he is, theoretically, free to visit schools, but in actual practice he is often detained far into the forenoon by imperative demands of his administrative duties, the half hour allotted to office work being insufficient for the answering of his usual official mail. He is compelled, therefore, by the nature of his administrative duties, the most time-consuming being merely clerical, to spend time in his office which might be more profitably for the schools employed in purely educational work.

Under the direction of the superintendent the schools were examined frequently by grades, or by single subjects in one or more grades. The results of these examinations were reported at the weekly confer-

ences held at night by the superintendent. While these examinations were informal in character, being in reality inspections, they disclosed the progress of work, strength or weakness of teaching, and the general state of the schools.

In addition to the weekly conferences at night with the superintendent of schools, the supervising principals held frequent meetings as a body for the purpose of forwarding the work of the schools. These meetings were usually held at night in the Franklin School building, the use of a room there having been granted them for this purpose by the Board of Education.

They gave prompt attention to the work of introducing the new course of study in their schools. They held meetings of teachers by grades and expounded the provisions of that course to increase the teacher's facility in using it. The supervising principals asked and obtained authority from the Board of Education to prepare and print outlines of study to be given teachers for their guidance. They made, in consultation with the superintendent and his assistants, such outlines in all the subjects of the course of study. These outlines were used during the year and were of great assistance to teachers. They showed the order of teaching the details of each subject and gave practical suggestions regarding methods of doing it.

The Board of Education having determined upon delivering books and supplies from the Franklin School building directly to school buildings, it became necessary to devise a schedule showing the quantities of supplies and the number of books to be issued to a school. Such a schedule was made by the supervising principals, and all of the blank forms needed in the transaction were also prepared by them.

After a careful consideration of the subject of home study, the board of supervising principals recommended that pupils in the grades below the sixth grade be not required to study at home and that lessons be not assigned to them for that purpose. This recommendation, having been approved by the superintendent, was adopted by the Board of Education.

In response to the expressed wish of many parents and teachers for a form to show from month to month the progress of the pupil in his school work, such a blank was prepared by the supervising principals and its use was authorized by the Board of Education. The card provided for showing the pupil's standing in the several studies of his course for each month in the year. Although making a good deal of work for the teacher, this monthly statement has had a good effect both as a stimulus to the pupils and as a means of enlisting the interest and cooperation of his parents.

In obedience to a resolution of the Board of Education they submitted to the superintendent of schools lists showing the relative efficiency of the teachers of their respective divisions.

In June, acting under directions from the superintendent of schools, the supervising principals prepared an examination for such pupils of the eighth-grade schools as were not recommended for promotion by their teachers, but who were, nevertheless, recommended for examination to determine their fitness for promotion. Over 200 pupils were examined, thereby resolving doubts for pupils and teachers.

These were some of the incidents of the supervision of the schools last year. The part not written consists of numerous visits to the schools, interviews in the office with parents and teachers, frequent official business calls at headquarters in the Franklin School building, and the doing of such other things as were from time to time demanded of the supervisors.

MISCELLANEOUS.

Text-books.—In speaking of free text-books the term "set" means one book for every pupil and one for the teacher. During the year several kinds of books which in preceding years had been supplied in half sets were furnished in sets. All the regular text-books were furnished in sets. A spelling book was introduced in the fourth grade, a language book in the fourth and fifth grades, a grammar in the sixth grade, and a grammar in the seventh and eighth grades. A quarter set of comprehensive dictionaries in the fifth grade was increased to a half set. Copy books were introduced into the schools from the second grade to the sixth, inclusive. Additional supplementary reading was provided in geography, and sets of several English classics were furnished for supplementary reading in the eighth-grade schools. A new series of reading books was substituted in the first four grades for one formerly used. A text-book of physical geography was withdrawn from the seventh grade, and an elementary text-book in geology was omitted from the eighth-grade course of study.

Changes in the course of study.—Material reductions in requirements resulted from the adoption of the new course.

Allotments of time to special studies were decreased. Excessive development of lessons was curtailed. The study of physical geography and geology was greatly reduced and field trips in connection therewith were abandoned. Less written work was demanded, and the stated monthly sets of compositions in the primary and other grades were not required. In these ways the burden of teachers and pupils was lessened and time secured to devote to other uses.

Accompanying these changes was a raising of the standard of teaching. Less work to do meant opportunity for better teaching.

Training to study.—One definite aim was training to study. To accomplish this aim, teachers had to show pupils how to study and then provide time for them to do so. Throughout the year pupils were trained to concentrate attention and to get the essential thought

from the assigned lesson. Such power is a growth. It was a characteristic of many schools and of more at the end of the year than at its beginning.

The plan generally followed of dividing a school permitted one side to study while the other side was reciting. As the assignment of work for home study was forbidden to schools below the sixth grade, the importance of study in the schoolroom was greatly increased. Teachers have recognized this fact and have made strong efforts to give opportunity for study in school time and to train pupils to improve it. Having text-books enough to give every pupil one for each subject has made this work easier for teachers and pupils. The pupils have books, good ones, in general; they are using them, and are getting much benefit from them.

The teaching.—At the beginning of the year teachers were given a new course of study, differing from the old one in most of its provisions and requirements. It was their duty to find what they were to teach in accordance with this course of study and then to do so loyally and with efficiency. Conferences among themselves and meetings with their supervisors furnished opportunities for gaining a knowledge of the purpose and plan of the work prescribed for them. With great skill and steadiness they proceeded to teach the subjects given them and to work for the purposes which the course of study set forth. They deserve great credit for the efficiency with which the work was done. The teachers of Washington have long been noted for their professional ability. Their work last year justified that reputation and gave cause for its enhancement.

Safety of pupils.—Vigorous measures were taken during the year to give greater security to pupils on the playgrounds and in the neighborhood of the school, where the presence of a large number of children in the too limited confines of the place was fraught with possibilities of danger and harm. Many of the school buildings are located on thoroughfares and have yards totally inadequate for playgrounds. Possessed of the spirit of play, though without its grounds, the children had recourse to the streets, thereby running the risk of being hurt by passing vehicles. These conditions were met by the intelligent vigilance of principals and janitors of buildings. Regulations were made and enforced governing the conduct of pupils while in the neighborhood of the school. As an extra precaution on their behalf, children of the first and second grades were given recess periods at a time when the older ones were in their schoolrooms. These measures were successful and no serious mishaps occurred.

Fire drills.—During the year the practice of sending pupils from their rooms to the playgrounds, upon giving a signal, in an orderly and expeditious manner, was continued. This drill has its most obvious

utility in preparing teachers and pupils for any emergency requiring united action. Other advantages derived from it would justify its continuance. Obedience, self-control, promptness, and precision are all enhanced by the drill. In appreciation of its value, the superintendent of schools gave orders to have a fire drill, as these exercises are called, every week. Accordingly, they were so given and were reported regularly by principals of buildings on their monthly reports.

School buildings.—I have been directed by my colleagues to express their hope that in selecting sites for new school buildings the Board of Education will be able to secure such ones as will be best adapted to school purposes. Size of lot and its location in reference to the school population which it is to accommodate are considerations which ought to determine the choice of locations for future buildings.

On behalf of my colleagues and for myself I desire to express appreciation of your course and courtesy in all official relations to us throughout the year.

Very respectfully

C. S. CLARK,

Supervising Principal, First Division.

MR. A. T. STUART,

Superintendent of Schools.

FIRST DIVISION.

TABLE I.—*Showing location of buildings and distribution of schools by buildings.*

School and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Number of teachers.
Fraunklin, 13th and K NW	2	1	1	1	2	2	2	2	.....	¹ 13	² 16	10
Dennison, S street NW, between 13th and 14th ..	2	1	1	1	1	1	1	1	1	10	³ 12	12
Foree, Massachusetts avenue, between 17th and 18th NW	2	2	2	2	2	¹ ₂	1 ¹ ₂	2	.....	15	12	16
Adams, R street, between 17th and 18th NW	1	1	1	1	2	1	1	1	1	9	8	9
Berret, 14th and Q NW	1	1	1	1	1	1	1	1	.....	8	⁴ 9	8
Harrison, 13th street, between V and W streets NW .....	.....	1	1	1	1	1	1	1	1	8	8	9
Phelps, Vermont avenue, between T and U streets NW	1	1	1	1	1	1	1	1	1	9	8	10
Thomson, 12th street, between K and L streets NW .....	.....	1	1	1	.....	.....	.....	.....	.....	3	⁵ 6	3
Whole number of schools:												
1901	9	9	9	9	10	8 ¹ ₂	8 ¹ ₂	9	3	75	79	77
1900	9	9	9	9	9	9 ¹ ₂	8	8 ¹ ₂	2	73	78	71

¹ Eight practice schools under supervision of four normal teachers.

² Two rooms used by normal school.

³ One room used for cooking and one room for cutting and fitting school.

⁴ One room used for cooking school.

⁵ One room used for cooking school and two rooms for manual training.

TABLE II.—*Showing condition of buildings.*

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Franklin	Steam	Excellent ¹	Fair	Good	Excellent ²	Insufficient.	Owned.
Thomson	Furnace	Good	Fair	Fair	Insufficient.	Do.	Do.
Adams	do	Excellent	Excellent	Excellent	Excellent	Small	Do.
Dennison	Steam	do	do	Good	do	Excellent	Do.
Force	do	do	Fair	Excellent	do	Small	Do.
Harrison	Furnace	do	Excellent	do	do	do	Do.
Phelps	do	do	do	do	Fair ¹	do	Do.
Berret	do	Good	do	do	do	Insufficient.	Do.

¹ Five rooms poor.² Boys' play rooms insufficient.TABLE III.—*Showing half-day schools.*

School.	Half-day schools.		Grades of half-day schools, 1901.
	1901.	1900.	
Force	7	6	1, 2, 2 and 3, 3, 4. ¹
Adams	2	2	1, 2.
Phelps	2		1, 2.
Total	11	8	

¹ Half-day for half of a year.TABLE IV.—*Showing distribution of pupils by grades, attendance, and average number per teacher.*

Grades.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher.	
	1901.	1900.	1901.	1900.	1901.	1900.	1901.	1900.	Based on whole enrollment, 1901.	Based on average enrollment, 1901.
Eighth	9	9	408	385	338	334	315	312	45.3	37.5
Seventh	9	9	388	417	326	341	302	319	43.1	36.2
Sixth	9	9	422	421	354	348	328	320	46.8	39.3
Fifth	9	9	411	426	347	356	323	327	45.6	38.5
Fourth	10	9	410	439	327	356	304	329	41.0	32.7
Third	8½	9½	388	418	317	355	291	329	45.6	37.2
Second	8½	8	355	385	292	305	266	273	41.7	34.3
First	9	8½	489	484	375	321	340	287	54.3	41.6
Kindergarten	3	2	148	100	91	58	80	50	49.3	30.3
Total	75	73	3,419	3,475	2,767	2,774	2,549	2,546	45.5	36.8

TABLE V.—*Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.*

Month.	Percentage of attendance, 1901.	Tardiness of teachers, 1901.	Cases of tardiness.		Substitute service.	
			1901.	1900.	1901.	1900.
September	95.8	1	151	155	31.0	1.5
October	95.2	5	537	580	54.5	14.5
November	94.4	17	517	720	18.0	59.5
December	92.4	8	516	631	23.0	22.0
January	88.0	10	714	894	30.5	40.5
February	90.9	7	572	711	56.5	34.5
March	92.3	6	538	708	30.0	56.5
April	92.2	3	415	550	20.5	41.0
May	92.2	10	585	968	12.0	15.0
June	92.4	9	243	429	9.0	14.5
Total		76	4,788	6,346	285.0	299.5

FIRST DIVISION—Continued.

TABLE VI.—*Showing number of graduates from Washington Normal School, other normal schools, colleges, and nongraduates.*

Washington Normal School.....	52
Other normal schools.....	5
Colleges.....	2
Nongraduates.....	18
Total.....	77

SECOND DIVISION.

TABLE I.—*Showing location of buildings and distribution of schools by buildings.*

School and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Number of teachers.
Abbot, corner 6th and L streets NW.....	1	1	1	1	1	1	1	1	1	8	29	8
Seaton, I, between 2d and 3d streets NW.....	1	2	1	1	1	1	2	2	1	12	312	413
Twining, 3d, between N and O streets NW.....	1	1	1	1	1	1	1	1	1	8	8	8
Eckington, corner 1st and Quincy streets NE.....	1	1	1	1	2	2	2	2	2	12	8	12
Morse, R, between 5th street and New Jersey avenue NW.....	1	2	3	1	2	2	2	2	2	10	8	10
Henry, P, between 6th and 7th streets NW.....	1	2	3	2	1	2	2	2	2	13	12	514
Polk, corner 7th and P streets NW.....	1	1	1	1	1	2	2	3	1	9	8	610
Webster, corner 10th and H streets NW.....	1	1	2	2	2	2	2	2	2	14	12	515
Eckington Presbyterian Church basement, corner North Capitol and Q streets NE.....									1	1	1	62
Whole number of schools:												
1901.....	8	9	10	10	11	11	12	13	3	87	78	92
1900.....	8	9	9	10	10	11	10	12	2	81	77	83

¹ Two practice schools under supervision one normal teacher.² One room used for girls' play room.³ One room used for cooking school.⁴ Including assistant to principal, assistant kindergarten teacher, and one normal teacher.⁵ Including assistant to principal.⁶ Including assistant kindergarten teacher.TABLE II.—*Showing condition of buildings.*

Buildings.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Abbot.....	Furnace...	Good.....	Fair.....	Good.....	None.....	None.....	Owned.
Seaton.....	Steam.....	Excellent.	Poor.....	Poor.....	Good.....	Good.....	Do.
Twining.....	Furnace...	do.....	Good.....	do.....	do.....	do.....	Do.
Eckington.....	do.....	do.....	do.....	Good.....	do.....	Insufficient	Do.
Morse.....	do.....	do.....	do.....	Fair.....	do.....	Good.....	Do.
Henry.....	Steam.....	do.....	Poor.....	do.....	Fair.....	do.....	Do.
Polk.....	Furnace...	do.....	Good.....	Good.....	do.....	do.....	Do.
Webster.....	Steam.....	do.....	Poor.....	do.....	do.....	None.....	Do.
Corner North Capitol and Q NE.	Stove.....	Poor.....	do.....	Poor.....	None.....	do.....	Rented.

TABLE III.—*Showing half-day schools.*

Building.	Half-day schools.		Grades of half-day schools, 1900.	Number above second grade, 1900.
	1900.	1901.		
Abbot.....				
Seaton.....		2	2, 2	
Twining.....				
Eckington.....	4	8	1, 1, 2, 2, 3, 3, 4, 4	4
Morse.....	4	4	1, 1, 2, 2	
Henry.....		2	2, 2	
Polk.....		2	1, 1	
Webster.....	4	4	1, 1, 2, 2	
Total.....	12	22		4

SECOND DIVISION—Continued.

TABLE IV.—*Showing distribution of pupils by grades, attendance, and average number per teacher.*

Grade.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher.	
	1901.	1900.	1901.	1900.	1901.	1900.	1901.	1900.	Based on whole enrollment.	Based on average enrollment.
Eighth.....	8	8	322	330	273	287	259	275	40.2	34.1
Seventh.....	9	9	395	413	338	348	318	328	43.8	37.5
Sixth.....	10	8	450	444	397	374	379	350	45.0	39.7
Fifth.....	10	10	480	472	417	415	389	388	48.0	41.7
Fourth.....	11	10	509	475	459	409	428	385	46.2	41.7
Third.....	11	11	485	536	422	462	392	431	44.0	35.6
Second.....	12	10	526	442	454	382	422	355	43.8	37.8
First.....	13	12	740	674	579	496	525	448	56.9	44.5
Total.....	84	78	3,907	3,786	3,339	3,173	3,112	2,960	46.5	39.7
Kindergarten.....	3	2	175	119	112	72	99	62	58.3	37.3

TABLE V.—*Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.*

Month.	Pupils.			Teachers.		
	Percentage of attendance.	Cases of tardiness.		Cases of tardiness.	Substitute service.	
		1901.	1900.		1901.	1900.
September.....	95.8	133	111	1	59.0	25.5
October.....	94.9	495	389	7	122.0	25.0
November.....	94.8	546	457	6	48.0	26.0
December.....	92.4	539	349	12	49.0	24.0
January.....	88.5	612	579	29	121.0	55.5
February.....	92.6	544	453	15	54.0	35.5
March.....	93.0	436	404	14	49.5	54.5
April.....	93.1	394	391	7	37.5	18.5
May.....	92.8	494	582	9	68.0	15.5
June.....	93.6	243	219	8	47.0	24.0
Total.....		4,436	3,934	108	655.0	324.0

TABLE VI.—*Showing number of graduates from Washington Normal School, other normal schools, colleges, and nongraduates.*

Washington Normal School.....	67
Other normal schools.....	4
Colleges.....	2
Nongraduates.....	13
Total.....	86

THIRD DIVISION.

TABLE I.—*Showing location of buildings and distribution of schools by buildings.*

School and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Number of teachers.
Peabody, 5th and C streets NE.....	1	2	2	2	2	2	1	1	1	14	12	116
Hilton, 6th, between B and C streets NE.....	1	1	1	1	2	1	3	1	1	10	8	10
Carbery, 5th, between D and E streets NE.....	1	1	1	1	1	1	2	2	1	10	8	10
Maury, B, between 12th and 13th streets NE.....	1	1	1	2	1	5	1	2	1	11	8	11
Towers, 8th and C streets SE.....	1	1	1	1	1	1	1	3	1	10	8	10
Wallach, D, between 7th and 8th streets SE.....	1	2	3	3	2	5	1	1	1	14	14	115
Brent, 3d and D streets SE.....	1	1	1	1	2	2	3	2	2	12	8	12
Lenox, 5th, between G and Virginia avenue SE.....	1	1	1	2	1	5	1	2	1	11	8	11
McCormick, 3d, between M and N streets SE.....	1	1	1	1	1	1	2	2	1	6	4	6
Total number of schools:												
1901.....	8	10	11	13	13	14	13	15	1	98	78	101
1900.....	8	10	11	13	12	14	11	15	1	95	78	96

¹Including assistant kindergarten teacher and assistant to principal.

²One combined third and fourth grade.

³One combined first and second grade.

⁴One combined fourth and fifth grade.

⁵One combined second and third grade.

⁶One room used as cooking school.

⁷Including assistant to principal.

TABLE II.—*Showing condition of buildings.*

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Peabody.....	Steam.....	Excellent	Excellent	Excellent	Small.....	Small.....	Owned.
Hilton.....	Furnace.....	do.....	do.....	do.....	do.....	do.....	Do.
Carbery ¹	do.....	do.....	Good.....	do.....	do.....	do.....	Do.
Maury.....	do.....	do.....	Fair.....	do.....	do.....	Fair.....	Do.
Towers ¹	do.....	do.....	Good.....	Excellent	do.....	Ample.....	Do.
Wallach.....	Steam.....	do.....	do.....	Fair.....	do.....	do.....	Do.
Brent.....	Furnace.....	do.....	do.....	Poor.....	do.....	Small.....	Do.
Lenox.....	do.....	do.....	Good.....	Excellent	do.....	do.....	Do.
McCormick.....	do.....	do.....	Poor.....	Poor.....	None.....	Ample.....	Do.

¹In Carbery and Towers, boys' playrooms are used as coal vaults.

TABLE III.—*Showing half-day schools.*

School.	Half-day schools.		Grades of half-day schools.	Number above second grade.	
	1901.	1900.		1901.	1900.
Peabody.....	2	2	S., 1, 2	.....	.....
Hilton.....	4	2	1, 2, 2, 3	1	.....
Carbery.....	4	4	1, 1, 2, 2	.....	.....
Maury.....	6	6	1, 1, 2, 3, 3, 4	3	3
Towers.....	4	4	1, 1, 1, 2	.....	.....
Wallach.....	2	2	2, 3	1	1
Brent.....	8	6	1, 1, 2, 2, 3, 3, 4, 4	4	3
Lenox.....	6	6	1, 1, 2, 3, 3, 4	3	3
McCormick.....	4	4	1, 1, 2, 2	.....	.....
Total.....	40	36	.....	12	10

THIRD DIVISION—Continued.

TABLE IV.—*Showing distribution of pupils by grades, attendance, and average number per teacher.*

Grade.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher.	
	1901.	1900.	1901.	1900.	1901.	1900.	1901.	1900.	1901.	1900.
Eighth.....	8	8	383	391	335	343	318	323	47.8	48.8
Seventh.....	10	10	429	449	385	390	368	370	42.9	44.9
Sixth.....	11	11	524	530	470	437	442	447	47.6	48.1
Fifth.....	¹ 13	13	619	677	548	555	511	520	49.5	52.0
Fourth.....	² 13	12	664	608	578	532	541	497	51.0	50.6
Third.....	³ 14	14	668	726	588	622	555	585	51.3	51.8
Second.....	⁴ 13	11	652	530	559	454	524	420	46.5	48.1
First.....	15	15	821	766	647	586	595	538	52.9	51.0
Kindergarten.....	1	1	45	48	38	37	34	34	45.0	48.0
Total.....	98	95	4,805	4,725	4,148	3,956	3,888	3,734	.....	.....

¹Including one combined fourth and fifth grade.²Including one combined third and fourth grade.³Including three combined second and third grades.⁴Including one combined first and second grade.TABLE V.—*Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.*

Month.	Pupils.			Teachers.		
	Percentage of attendance.	Cases of tardiness.		Cases of tardiness.	Substitute service.	
		1901.	1900.		1901.	1900.
September.....	97.2	46	36	3	8.0	22.0
October.....	95.6	194	186	10	32.0	37.5
November.....	95.2	237	235	16	21.0	13.0
December.....	92.5	190	132	21	25.5	14.0
January.....	89.4	298	224	46	72.5	57.5
February.....	92.9	244	227	16	43.5	74.0
March.....	93.7	208	246	7	38.5	62.0
April.....	93.4	167	162	11	28.5	34.0
May.....	93.5	263	203	18	38.0	32.0
June.....	94.4	32	105	7	32.0	17.0
Total.....	.....	1,879	1,756	155	339.5	363.0

TABLE VI.—*Showing number of graduates from Washington Normal School, other normal schools, colleges, and nongraduates.*

Washington Normal School.....	76
Other normal schools.....	1
Colleges.....	0
Nongraduates.....	24
Total.....	101

FOURTH DIVISION.

TABLE I.—*Showing location of buildings and distribution of schools by buildings.*

School and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Number of teachers.
Jefferson, 6th and D streets SW	2	2	3	3	2	2	2	2	1	19	120	221
Amidon, 6th and F streets SW	1	1	1	1	2	1	2	2	1	10	8	311
Smallwood, I street, between 3d and 4½ streets SW	1	1	1	1	2	2	1	1	1	10	8	10
Greenleaf, 4½ street, between M and N streets SW	1	1	1	1	1	2	3	3	1	12	8	12
Bradley, 13½ street, between C and D streets SW	1	1	1	1	1	1	1	2	1	9	8	9
Potomac, 12th street, between Maryland avenue and E street SW	1	1	1	1	1	1	1	1	1	4	4	4
Total number of schools:												
1901	4	5	7	7	9	9	10	11	2	64	56	67
1900	4	5	7	7	9	8	10	11	2	63	56	65

¹ One room used as office for supervising principal and one for cooking school.² Including assistant to principal and assistant kindergarten teacher.³ Including assistant kindergarten teacher.TABLE II.—*Showing condition of buildings.*

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Jefferson	Steam	Excellent	Fair	Excellent	Excellent	Excellent	Owned.
Amidon	Furnace ..	do	Excellent	do	do	Small	Do.
Smallwood	do	do	do	Fair	Small	do	Do.
Greenleaf	do	do	do	Excellent	do	do	Do.
Bradley	do	do	do	Fair	do	do	Do.
Potomac	Stoves	do	Fair	Poor	None	do	Do.

TABLE III.—*Showing half-day schools.*

Schools.	Half-day schools.		Grades of half-day schools.
	1901.	1900.	
Jefferson	2	2	2, 2
Amidon	4	2	1, 1, 2, 2
Smallwood	4	4	1, 2, 3, 3
Greenleaf	8	8	1, 1, 1, 2, 2, 2, 3, 3
Bradley	2	2	1, 1
Potomac			
Total	20	18	

FOURTH DIVISION—Continued.

TABLE IV.—*Showing distribution of pupils by grades, attendance, and average number per teacher.*

Grade.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher.	
	1901.	1900.	1901.	1900.	1901.	1900.	1901.	1900.	Based on whole enrollment.	Based on average enrollment.
Eighth.....	4	4	195	182	165	151	157	143	48.7	41.1
Seventh.....	5	5	240	221	199	185	185	175	48.0	39.8
Sixth.....	7	7	277	303	247	264	231	246	39.5	35.2
Fifth.....	7	7	348	341	306	297	285	279	49.7	43.7
Fourth.....	9	9	456	445	402	390	374	363	50.6	44.6
Third.....	9	8	474	432	433	383	402	357	52.6	48.1
Second.....	11	10	482	488	420	406	390	378	43.8	38.1
First.....	11	11	575	624	463	499	423	456	57.5	46.3
Total.....	62	61	3,047	3,036	2,635	2,575	2,447	2,397	49.1	42.5
Kindergarten.....	2	2	107	110	74	56	63	50	53.5	37.0

TABLE V.—*Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.*

Month.	Percentage of attendance.	Tardiness of teachers.	Cases of tardiness.		Substitute service.	
			1901.	1900.	1901.	1900.
September.....	95.6	2	56	44	13.5	21.0
October.....	94.1	2	245	196	57.0	11.0
November.....	93.8	9	259	296	60.5	19.5
December.....	94.6	6	302	203	14.5	16.0
January.....	89.1	18	333	286	83.0	57.0
February.....	92.6	6	302	261	40.0	62.0
March.....	92.7	3	302	217	25.5	68.5
April.....	92.2	5	155	159	16.0	56.0
May.....	92.3	4	240	215	25.5	55.5
June.....	92.8	1	103	106	14.0	27.0
Total.....	.....	56	2,297	1,983	349.5	393.5

TABLE VI.—*Showing number of graduates from Washington Normal School, other normal schools, colleges, kindergartens, and nongraduates.*

Washington Normal School.....	45
Other normal schools.....	6
Colleges.....	0
Kindergartens.....	14
Nongraduates.....	12
Total.....	67

¹ Including two assistant kindergarten teachers.

FIFTH DIVISION.

TABLE I.—*Showing location of buildings and distribution of schools by buildings.*

School and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Rooms.	Number of teachers.
Jackson, U street, between 30th and 31st streets..	1	1	1	1	1	1	1	1	....	8	8	8
Grant, G street, between 21st and 22d streets.....	1	2	1	1	1	2	2	2	....	13	12	14
Curtis, O street, between 33d and 32d streets.....	1	1	1	1	1	1	1	1	....	9	8	9
Addison, P street, between 32d and 33d streets.....	1	....	1	1	1	1	1	2	1	....	8	10
Fillmore, 35th street, near U street.....	1	1	1	1	1	1	1	1	....	8	8	8
Weightman, 23d and M streets.....	1	1	1	1	1	1	1	2	....	9	8	9
Corcoran, 28th, near M street.....	....	1	1	1	1	1	2	2	....	9	8	9
Threlkeld, 36th street and Prospect avenue.....	....	....	....	1	1	1	1	1	....	5	4	5
Toner, 24th and F streets.....	1	....	1	1	1	1	1	1	....	1	8	19
High Street.....	....	....	....	....	....	....	....	....	....	....	22	....
Industrial Home, Wisconsin avenue.....	....	....	31	....	....	....	1	1	....	3	3	3
Whole number of schools:												
1901.....	7	7	9	10	10	10	12	14	2	81	77	84
1900.....	7	7	9	9	10	11	11	14	2	80	76	82

¹ Includes assistant teachers.² Not used for grade schools.³ Composed of grades 3 to 6.TABLE II.—*Showing condition of buildings.*

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Jackson.....	Furnace..	Excellent.	Excellent.	Excellent.	Excellent.	Good.....	Owned.
Grant.....	Steam.....	do.....	do.....	do.....	do.....	do.....	Do.
Addison.....	Furnace..	do.....	do.....	Good.....	do.....	do.....	Do.
Weightman.....	do.....	do.....	do.....	Excellent.	do.....	do.....	Do.
Corcoran.....	do.....	do.....	do.....	do.....	do.....	do.....	Do.
Fillmore.....	do.....	do.....	do.....	do.....	do.....	do.....	Do.
Toner.....	do.....	do.....	do.....	do.....	do.....	do.....	Do.
Threlkeld.....	do.....	do.....	do.....	do.....	do.....	do.....	Do.
Industrial Home..	Stoves.....	do.....	Fair.....	Fair.....	Poor.....	Fair.....	Do.
Curtis.....	Steam.....	do.....	do.....	Good.....	do.....	Excellent.	(¹)
High Street ²	do.....	do.....	Excellent.	do.....	Excellent.	do.....	Owned.
	do.....	do.....	Poor.....	Poor.....	do.....	do.....	Do.

¹ Neither owned nor rented.² Not used for grade schools.TABLE III.—*Showing half-day schools.*

Name of school.	Half-day schools.		Grade of school.
	1901.	1900.	
Curtis.....	2	....	1 and 2
Weightman.....	2	2	1
Corcoran.....	2	2	1
Addison.....	2	2	1
Threlkeld.....	2	2	1 and 2
Total.....	10	8	

FIFTH DIVISION—Continued.

TABLE IV.—*Showing distribution of pupils by grades, attendance, and average number per teacher.*

Grade.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number per teacher.	
	1901.	1900.	1901.	1900.	1901.	1900.	1901.	1900.	Based on whole enrollment.	Based on average enrollment.
Eighth.....	7	7	263	246	222	205.7	206	191.8	37.5	31.7
Seventh.....	7	7	294	279	259	239.0	243	223.0	42.0	37.0
Sixth.....	9	9	410	399	343	319.0	306	297.0	45.5	36.1
Fifth.....	10	9	433	412	382	355.9	353	331.0	43.3	38.1
Fourth.....	10	10	495	444	409	380.7	375	353.4	49.5	40.9
Third.....	10	11	449	458	379	398.0	347	361.7	44.9	37.9
Second.....	12	11	499	537	429	439.9	400	409.1	41.6	35.7
First.....	14	14	707	705	518	515.0	463	468.0	50.5	37.0
Kindergarten.....	2	2	126	127	85	70.5	77	60.0	63.0	42.5
Total.....	81	80	3,676	3,605	3,026	2,923.7	2,770	2,695.0	.....	.....

TABLE V.—*Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.*

Month.	Percent- age of attend- ance.	Tardiness of teachers.	Cases of tardiness.		Substitute service.	
			1901.	1900.	1901.	1900.
September.....	96.6	1	139	119	12½	21
October.....	94.6	7	532	472	65	32
November.....	93.8	7	571	520	57½	34
December.....	91.6	10	453	398	15½	14½
January.....	88.0	15	656	702	150	78
February.....	91.2	5	536	449	108	50½
March.....	91.5	10	556	541	29	47½
April.....	91.8	5	436	333	48½	29½
May.....	91.9	5	600	569	32½	14
June.....	92.4	11	271	217	19	16
Total.....	.....	76	4,750	4,320	587½	337

TABLE VI.—*Showing number of graduates from Washington Normal School, other normal schools, colleges, and nongraduates.*

Washington Normal School.....	55
Other normal schools.....	2
Colleges.....	2
Nongraduates.....	25
Total.....	84

SIXTH DIVISION.

TABLE I.—*Showing location of buildings and distribution of schools by buildings.*

Name and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Number of teachers.
Gales, 1st and G streets NW	1	1	1	2	2	2	2	2	1	14	12	216
Arthur, Arthur place NW	1	1	1	1	2	1	2	2	...	11	8	11
Blake, North Capitol street, between K and L streets NW	1	1	1	1	1	2	2	2	...	11	8	11
Hayes, 5th and K streets NE	1	1	1	1	2	2	1	2	...	11	8	11
Blair, I street, between 6th and 7th streets NE	1	1	2	1	1	1	2	1	...	10	8	10
Taylor, 7th street, near G street NE	1	1	1	1	1	2	2	2	...	11	8	11
Taylor Annex, 8th street, between F and G streets NE .....	...	...	...	...	1	...	...	...	...	1	1	1
Madison, 10th and G streets NE .....	...	1	2	1	2	2	2	2	...	12	8	12
Pierce, G and 14th streets NE	1	1	1	2	2	...	3	3	...	13	8	13
Pierce Annex, Maryland avenue, near 11th street NE .....	...	...	...	...	...	2	...	...	...	2	1	2
Hamilton, Bladensburg road, county	1	...	...	...	1	1	...	1	...	4	4	4
Langdon, Langdon	5-8	...	...	...	1	...	1	...	...	3	4	3
900 Maryland avenue NE .....	...	...	...	...	...	...	...	...	1	1	1	2
1201 Maryland avenue NE .....	...	...	...	...	...	...	...	...	1	1	1	2
Whole number of schools:												
1901	9	8	10	10	16	15	17	17	3	105	80	109
1900	9	8	10	10	14	15	16	18	2	102	77	104

¹One room used for manual training.²Including the principal's assistant and an assistant kindergarten teacher.³Including assistant kindergarten teacher.TABLE II.—*Showing condition of buildings.*

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Gales	Steam	Excellent	Good	Excellent	Fair	Parking	Owned.
Arthur	Furnace	do	Excellent	do	Excellent	Ample	Do.
Blake	do	do	Good	do	do	do	Do.
Hayes	do	do	Excellent	do	do	Boys', ample; girls', small.	Do.
Blair	do	do	do	do	do	Ample	Do.
Blair annex	do	Fair	Fair	Good	None	None	Rented.
Taylor	do	Excellent	Excellent	Excellent	Excellent	Ample	Owned.
Taylor annex	Stoves	Fair	Poor	Poor	None	Excellent ..	Rented.
Madison	Furnace	Excellent	Excellent	Excellent	Excellent	Small	Owned.
Pierce	do	do	do	do	do	Girls', ample; boys', small.	Do.
Pierce annex	Stoves	Good	Poor	Poor	None	Small	Rented.
Hamilton	do	Fair	Fair	Privies	do	Ample	Owned.
Langdon	do	Excellent	Good	do	Fair	do	Do.
900 Maryland avenue NE .....	...	...	...	...	...	...	...
1201 Maryland avenue NE	Furnace	do	Fair	Fair	None	None	Rented.
do	do	Good	do	do	do	Parking	Do.

SIXTH DIVISION—Continued.

TABLE III.—*Showing half-day schools.*

School.	Half-day schools.		Grades of half-day schools.	Number above second grade.	
	1901.	1900.		1901.	1900.
Gales	6	6	1, 2, 3	2	2
Arthur	6	6	1, 2, 3, 3-4	2	2
Blake	6	6	1, 2, 3	2	2
Hayes	6	4	1, 2, 3, 4	3	1
Blair	4	4	1, 2, 3	1	1
Bhair annex					
Taylor	6	6	1, 2, 3	2	2
Taylor annex					
Madison	8	8	1, 2, 3, 4	4	4
Pierce	10	8	1, 2, 4, 5	4	2
Pierce annex	2	2	3	2	2
Hamilton					
Langdon					
900 Maryland avenue NE					
1201 Maryland avenue NE					
Total	54	50		22	18

TABLE IV.—*Showing distribution of pupils by grade, attendance, and average number per teacher.*

Grade.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher.	
	1901.	1900.	1901.	1900.	1901.	1900.	1901.	1900.	1901.	1900.
Eighth	7	7	333	355	273	294	260	275	47.5	39.0
Seventh	8	8	355	349	301	295	284	279	44.3	37.6
Sixth	10	10	477	411	403	355	380	333	47.7	40.3
Fifth	10	10	467	480	407	406	378	379	46.7	40.7
Fourth	14	13	690	632	587	517	517	477	49.2	41.9
Third	14	14	587	630	504	541	470	501	41.9	36.0
Second	16	15	620	578	525	490	493	452	38.7	32.8
First	16	17	789	833	615	625	561	566	49.3	38.4
Total	95	94	4,318	4,268	3,615	3,523	3,373	3,262	45.4	38.0
County schools	7	6	257	209	188	159	167	137	36.7	26.8
Kindergartens	3	2	182	120	116	70	98	60	60.6	38.6
Grand total	105	102	4,757	4,597	3,919	3,752	3,638	3,459	45.3	37.3

TABLE V.—*Showing percentage of attendance, cases of tardiness of pupils, absence and tardiness of teacher.*

Month.	Percentage of attendance.	Tardiness of teachers.	Cases of tardiness.		Substitute service.	
			1901.	1900.	1901.	1900.
September	96.6	5	159	147	11	0.5
October	94.4	8	582	448	63	17.0
November	94.0	13	558	497	36	27.5
December	91.5	7	531	403	14	17.0
January	88.8	33	598	697	89	74.0
February	91.9	23	532	518	57 $\frac{1}{2}$	33.0
March	92.1	3	438	529	25 $\frac{1}{2}$	50.0
April	91.7	7	335	369	35	30.0
May	91.8	11	486	652	11	24.5
June	93.0	6	3	287	5	5.0
Total		116	4,222	4,547	348	278.5

SIXTH DIVISION—Continued.

TABLE VI.—Showing number of graduates from Washington Normal School, other normal schools, colleges, kindergartens, and nongraduates.

Washington Normal School.....	86
Other normal schools.....	8
Colleges.....	1
Kindergartens.....	6
Nongraduates.....	8
Total.....	109

SEVENTH DIVISION.

TABLE I.—Showing location of buildings and distribution of schools by buildings.

School and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Number of teachers.
WHITE.												
Reservoir, near Conduit road.....	6-8		3-5				1-2			3	4	3
Conduit road, near distributing reservoir.....					1-4	1				1	1	1
Tenley, Tenleytown.....	7-8	1	1		1	1	2			8	18	8
Chey Chase, Chey Chase.....	6-8			4-5	2-3			1		1	4	4
Brightwood, Brightwood.....	7-8	6-7	1	1	1	1	1			7	28	7
Johnson, Mount Pleasant.....	1	1	1	1	1	1	1			8	8	8
Johnson annex, Mount Pleasant.....									1	1	34	42
Monroe, Steuben street NW., between Brightwood and Sherman avenues.....	7-8	6-7		1	1	1 { 1 } 1-2	1	1	1	9	8	410
Woodburn, Blair and Riggs roads.....	6-8		4-5		2-3			1		4	4	4
Brookland, Brookland.....	7-8		1	1	1	1 { 1 } 1-2	1	1	1	9	8	410
Hubbard, Kenyon street, between 11th and 12th streets NW.....	1	1	1	1	1	1	1	1		8	8	8
Whole number of schools:												
1901.....	7	6	4	8	7	9	9	9	3	62	65	65
1900.....	6	5	4	6	5	8	10	9	1	54	57	55
COLORED.												
Chain Bridge road, near Conduit road.....			1-5							1	1	1
Grant road, near Tenleytown.....	4-7					2-3		1		3	2	3
Military road, near Brightwood.....		4-7				1-3				2	2	2
Wilson, Central avenue NW., between Erie and Superior streets.....	1		6-7		4-5	1	1	2	1	8	8	49
Orphans' Home, 8th street extended.....			3-6				1-2			2	2	2
Mott, 6th and Trumbull streets NW.....	1	1	1	1 { 1 } 3-4	1 { 1 } 1-2			2		11	10	11
Bruce, Marshall street NW., between Brightwood and Sherman avenues.....			5-6		3-4		1	2	1	6	18	47
Fort Slocum, Blair road.....					1-4					1	1	1
Ivy City, Ivy City.....			4-6				1-3			2	2	2
Bunker Hill road, near Brookland.....					1-4					1	1	1
Whole number of schools:												
1901.....	2	2	5	3	6	4	6	7	2	37	37	39
1900.....	2	2	3	4	4	6	4	6	2	33	36	33

¹One room used for cooking school.²One room used for manual training and one for cooking.³One room used for manual training, one for cooking, and one for cutting and fitting class.⁴Including assistant kindergarten teacher.⁵One room used for manual training.

SEVENTH DIVISION—Continued.

TABLE II.—Showing condition of buildings.

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Reservoir.....	Stoves.....	Good.....	Poor.....	Poor.....	Poor.....	Poor.....	Owned.
Conduit Road.....	do.....	Fair.....	do.....	do.....	None.....	do.....	Do.
Chain Bridge Road.....	do.....	do.....	do.....	do.....	do.....	Good.....	Do.
Tenley.....	Steam.....	do.....	do.....	do.....	Poor.....	Excellent.....	Do.
Chevy Chase.....	Stoves.....	Good.....	do.....	Fair.....	Excellent.....	Fair.....	Do.
Grant Road.....	do.....	Fair.....	do.....	Poor.....	None.....	Good.....	Do.
Military Road.....	do.....	do.....	do.....	do.....	do.....	Excellent.....	Do.
Brightwood.....	Steam.....	Excellent.....	do.....	Excellent.....	Good.....	Fair.....	Do.
Johnson.....	Furnace.....	do.....	Fair.....	Good.....	do.....	do.....	Do.
Johnson Annex.....	Stoves.....	Fair.....	Poor.....	Poor.....	None.....	do.....	Do.
Wilson.....	Furnace.....	Excellent.....	Fair.....	Excellent.....	Excellent.....	Poor.....	Do.
Orphans' Home.....	do.....	do.....	do.....	Good.....	do.....	Good.....	(1)
Mott.....	Stoves.....	Fair ²	Poor.....	Fair.....	None.....	Fair.....	Owned.
Monroe.....	Furnace.....	Excellent.....	Fair.....	Good.....	Excellent.....	do.....	Do.
Bruce.....	do.....	do.....	Good.....	Excellent.....	do.....	Good.....	Do.
Fort Sloeum.....	Stoves.....	Fair.....	Poor.....	Poor.....	None.....	Excellent.....	Do.
Woodburn.....	do.....	Excellent.....	Fair.....	Fair.....	Excellent.....	do.....	Do.
Brookland.....	Steam.....	do.....	do.....	Excellent.....	Poor.....	Fair.....	Do.
Ivy City.....	Stoves.....	Good.....	Poor.....	Poor.....	None.....	Poor.....	Do.
Bunker Hill Road.....	do.....	do.....	do.....	do.....	do.....	Good.....	Do.
Hubbard.....	Furnace.....	Excellent.....	Good.....	Excellent.....	Excellent.....	Excellent.....	Do.

¹ Neither owned nor rented.² Except two rooms, in which the light is poor.

TABLE III.—Showing half-day schools.

School.	Half-day schools.		Grade of half-day schools.	Number above second grade.
	1901.	1900.		1901.
Brightwood.....	2	.....	1, 2	.....
Brookland.....	2	.....	1, 2	.....
Bruce.....	2	.....	1	.....
Grant road.....	2	2	1, 3	1
Johnson.....	.....	6	.....	.....
Monroe.....	2	2	1, 2	.....
Mott.....	4	4	1, 2	.....
Tenley.....	2	2	1	.....
Total.....	16	16	.....	1

TABLE IV.—Showing distribution of pupils by grades, attendance, and average number per teacher.

Grade.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher.	
	1901.	1900.	1901.	1900.	1901.	1900.	1901.	1900.	Based on whole enrollment.	Based on average enrollment.
WHITE.										
Eighth.....	7	6	273	231	232	197.8	216	186.0	39.0	33.1
Seventh.....	6	5	239	224	208	185.7	193	169.4	39.8	34.7
Sixth.....	4	4	145	181	122	155.0	114	144.0	36.2	30.5
Fifth.....	8	6	352	269	299	235.0	275	215.0	44.0	37.4
Fourth.....	7	5	312	255	270	202.9	247	186.4	44.5	38.5
Third.....	9	8	427	363	352	283.0	321	259.0	47.4	39.1
Second.....	9	10	409	462	335	369.3	307	329.7	45.4	37.2
First.....	9	9	425	422	322	296.5	286	264.6	46.9	35.7
Kindergarten.....	3	1	156	39	92	26.0	77	23.0	50.2	30.6
Total ¹	62	54	2,738	2,446	2,232	1,951.1	2,036	1,777.1	44.1	39.3

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SEVENTH DIVISION—Continued.

TABLE IV.—*Showing distribution of pupils by grades, etc.*—Continued.

Grade.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher.	
	1901.	1900.	1901.	1900.	1901.	1900.	1901.	1900.	Based on whole enrollment.	Based on average enrollment.
COLORED.										
Eighth.....	2	2	71	74	61	62.3	57.0	59.6	35.5	30.5
Seventh.....	2	2	71	76	58	56.7	54.0	55.2	35.5	28.7
Sixth.....	5	3	180	126	155	111.0	116.0	104.0	36.0	31.0
Fifth.....	3	4	127	168	102	138.0	97.0	131.0	42.3	34.0
Fourth.....	6	4	276	179	206	117.2	191.0	105.2	46.0	34.3
Third.....	4	6	187	295	148	228.1	135.0	207.0	46.7	37.0
Second.....	6	4	262	194	211	157.0	200.0	147.0	43.6	35.2
First.....	7	6	311	353	215	222.0	192.0	200.0	44.4	30.7
Kindergarten.....	2	2	83	93	52	51.0	46.0	44.0	41.5	26.0
Total ²	37	33	1,568	1,558	1,207	1,143.3	1,117.8	1,053.0	42.3	32.6
Grand total.....	99	87	4,306	4,004	3,440	3,094.4	3,154.0	2,830.1	43.6	34.8

¹Including 18 ungraded schools.²Including 17 ungraded schools.TABLE V.—*Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.*

Month.	Percent- age of attend- ance.	Tardiness of teachers.	Cases of tardiness.		Substitute service.	
			1901.	1900.	1901.	1900.
WHITE.						
September	96.6	5	61	77	41.5	15.0
October	94.6	7	324	251	71.5	12.5
November	93.6	7	323	288	13.0	25.0
December	91	8	247	245	22.5	12.5
January	85.6	27	348	374	39.5	71.5
February	91	12	259	290	33.0	36.0
March	91.9	20	264	277	12.5	30.0
April	90.8	3	213	189	23.0	21.0
May	90.5	8	349	333	5.0	16.0
June	91.6	6	149	184	17.5	3.5
Total ¹		103	2,537	2,508	279.0	243.0
COLORED.						
September	96.5	1	19	18	18.0	1.5
October	94.5		99	71	40.0	18.0
November	93.1	2	116	149	8.0	15.0
December	91.2	3	175	111	5.5	12.0
January	90.2	7	179	152	46.5	7.5
February	91.7	6	130	161	8.5	4.5
March	92.7	6	103	125	4.5	29.5
April	90.5	1	105	94	12.0	5.0
May	92.1	3	76	110	2.0	16.0
June	93.6		62	46	1.0	11.0
Total		29	1,064	1,037	146.0	120.0
Grand total		132	3,601	3,545	425.0	363.0

¹Including kindergarten teachers.TABLE VI.—*Showing number of graduates from Washington Normal School, other normal schools, colleges, and nongraduates.*

White:		
Washington Normal School.....	45	
Other normal schools.....	9	
Colleges.....	3	
Nongraduates.....	9	
Total.....	66	
Colored:		
Washington Normal School (ninth, tenth, and eleventh divisions).....	27	
Other normal schools.....	7	
Colleges.....	3	
Nongraduates.....	2	
Total.....	39	

EIGHTH DIVISION.

TABLE I.—Showing location of buildings and distribution of schools by buildings.

School and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Number of teachers.
WHITE.												
Tyler, 11th street, between G and I, SE.....	1	1	1	1	1	1	2	2	....	10	8	10
Buchanan, E street, between 13th and 14th, SE.....	1	1	1	2	2	1	0	1	1	9	8	10
Crane, 12th and G, SE.....	....	....	1	1	1	2	2	2	....	9	6	9
Benning, Benning.....	6-8	....	4-5	....	....	2-3	....	1	....	4	4	4
Congress Heights, Congress Heights.....	6-8	....	....	1	1	1	1	1	....	6	2	6
Good Hope, Good Hope.....	....	....	4-6	....	....	2-3	....	1	....	3	2	3
Van Buren, Anacostia.....	1	1	5-6	....	1	2	3	3	....	12	8	12
Van Buren annex, Anacostia.....	....	....	1	1	2	....	....	....	....	4	3	4
Masonic Hall, Anacostia.....	....	....	....	....	....	....	....	1	1	1	1	1
Twining City, Twining City.....	....	....	....	....	....	1-2	....	....	....	1	1	1
Anacostia Road, near Benning.....	....	....	....	....	....	....	....	....	....	1	1	1
Whole number of schools:	....	....	....	....	....	....	....	....	....	....	....	....
1901.....	4	3	6	7	8	9	9	11	2	59	55	61
1900.....	2	5	6	7	8	10	9	11	2	60	55	62
COLORED.												
Benning Road, near Benning.....	....	5-7	....	....	....	1-2	....	....	....	2	2	2
Benning Road Annex, near Benning.....	....	....	....	3-4	....	....	....	....	....	3	2	1
Birney, Howard avenue, Hillsdale.....	1	....	....	....	....	2	1	2	....	7	4	7
Burville, Burville.....	....	4-6	....	....	1-3	....	....	....	....	2	2	2
Garfield, Garfield.....	....	6-8	1	1	1	1	2	....	....	7	6	7
Hillsdale.....	....	1	1	1	1	....	1	1	....	6	6	6
Whole number of schools:	....	....	....	....	....	....	....	....	....	....	....	....
1901.....	2	2	2	2	4	4	4	5	....	25	22	25
1900.....	1	3	2	1	4	4	4	5	....	24	22	24

¹Including assistant kindergarten teacher.²Including two unused rooms in old building.³Two rooms used for carpentry and cooking.⁴Rented.⁵One room used for carpentry and cooking jointly.

TABLE II.—Showing condition of buildings.

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Tyler.....	Furnace	Good	Poor	Poor	Fair	Small	Owned.
Buchanan.....	do	do	Fair	Good	do	Fair	Do.
Crane.....	Steam	Poor	Poor	Poor	Poor	Small	Do.
Van Buren.....	Furnace	Good	do	Fair	Fair	Fair	Do.
Van Buren Annex.....	Stoves	Fair	do	None	None	Parking	Do.
Birney.....	do	Good	Fair	Fair	do	Good	Do.
Hillsdale.....	do	Fair	do	Poor	do	Small	Do.
Congress Heights.....	Furnace	Good	do	Fair	Fair	Excellent	Do.
Garfield.....	Stoves	Fair	do	do	None	Good	Do.
Good Hope.....	do	Good	do	Poor	do	Poor	Do.
Twining City.....	do	Poor	Poor	do	do	None	Rented.
Benning Road.....	do	Good	do	do	do	Poor	Owned.
Benning Road Annex.....	do	Poor	do	do	do	do	Do.
Benning.....	do	Good	Fair	do	do	Good	Do.
Burville.....	do	Fair	do	do	do	Fair	Do.
Anacostia Road ¹	do	Poor	Poor	do	do	Good	Do.
Masonic Hall.....	do	Fair	do	do	do	None	Rented.

¹Occupied by carpentry and cooking schools.

EIGHTH DIVISION—Continued.

TABLE III.—Showing half-day schools.

School.	Half-day schools.		Grade of half-day schools.	Number above second grade.	
	1901.	1900.		1901.	1900.
Tyler	4	6	1, 1, 2, 2	.....	2
Cranch	6	6	1, 1, 2, 2, 3, 3	2	2
Buchanan	2	2	1, 3	1	1
Birney	6	6	1, 1, 2, 3, 3, 4	3	3
Hillsdale	4	4	1, 2, 4, 5	2	2
Good Hope	2	2	1, 2, 3	1	1
Van Buren	8	8	1, 1, 1, 2, 2, 2, 3, 3	2	2
Garfield	2	2	1, 1	.....	.....
Total	34	36	.....	11	13

TABLE IV.—Showing distribution of pupils by grades, attendance, and average number per teacher.

Grade.	Number of schools.		Whole enrollment.		Average enrollment. ¹		Average daily attendance. ¹		Average number of pupils per teacher. ²	
	1901.	1900.	1901.	1900.	1901.	1900.	1901.	1900.	Based on whole enrollment.	Based on average enrollment.
WHITE.										
Eighth	2	2	116	124	102	95	97	89	47	43
Seventh	3	3	152	145	126	122	118	114	43	36
Sixth	4	4	244	237	211	198	197	184	44	39
Fifth	6	6	312	305	267	268	246	246	40	33
Fourth	8	8	408	402	353	336	327	306	44	39
Third	7	8	368	413	317	347	295	317	46	39
Second	8	8	357	349	309	296	286	272	38	33
First	11	11	482	482	389	357	359	322	43	34
Kindergarten	2	2	119	101	78	71	68	61	59	39
Total	159	160	2,558	2,558	2,152	2,090	1,993	1,911	404	335
COLORED.										
Eighth	1	1	37	30	32	25	31	24	30	26
Seventh	1	1	63	55	54	46	50	43	36	33
Sixth	1	1	69	75	58	68	56	65	32	27
Fifth	2	1	103	79	87	68	81	61	40	33
Fourth	3	3	137	130	115	105	107	98	35	30
Third	3	3	154	149	130	134	124	123	42	36
Second	3	3	165	159	139	124	132	115	46	39
First	5	4	252	275	186	177	169	162	38	29
Total	125	123	980	952	801	747	750	686	299	253
Grand total	184	183	3,538	3,510	2,953	2,837	2,743	2,597	703	588

¹Including ungraded schools.²Excluding ungraded schools.

TABLE IV.—SUPPLEMENT.—Showing number of ungraded schools.

Grade.	White.		Colored.	
	1901.	1900.	1901.	1900.
Eighth, seventh, and sixth	2	2	1	.....
Seventh, sixth, and fifth	1	1	1	2
Sixth and fifth	1	1	1	1
Sixth, fifth, and fourth	1	1	1	1
Fifth and fourth	1	1	1	1
Fourth and third	2	2	1	1
Third and second	1	1	1	1
Third, second, and first	1	1	1	1
Second and first	1	1	1	1
Total	8	8	6	6

EIGHTH DIVISION—Continued.

TABLE V.—*Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.*

Month.	Percentage of attendance.	Tardiness of teachers.	Cases of tardiness.		Substitute service.	
			1901.	1900.	1901.	1900.
WHITE.						
September	96.0	1	53	76	25.0	2.0
October	94.2	2	217	184	42.0	5.0
November	93.4	20	209	225	20.5	20.0
December	91.7	12	210	173	5.5	8.5
January	89.5	27	262	393	41.5	14.0
February	91.5	10	234	273	24.5	20.0
March	92.9	14	143	225	14.0	41.5
April	92.6	5	148	170	27.5	23.5
May	92.0	19	220	244	57.0	13.0
June	93.4	7	93	96	21.0	15.5
Total		117	1,789	2,059	278.5	163.0
COLORED.						
September	97.3		11	16	4.0	
October	95.1	1	77	76	10.5	7.5
November	93.6	2	79	76	4.5	4.0
December	91.5	3	88	63	19.0	7.0
January	91.0	4	108	93	13.5	1.0
February	92.8	6	79	73	13.0	2.0
March	93.2		64	62	22.0	18.0
April	91.8		61	58	15.5	1.0
May	92.1	4	66	79	3.5	9.0
June	94.1	2	16	32	3.0	
Total		22	649	628	108.5	49.5
Grand total		139	2,438	2,687	387.0	212.5

TABLE VI.—*Showing number of graduates from Washington Normal School, other normal schools, colleges, and nongraduates.*

White:	
Washington Normal School	48
Other normal schools	5
Colleges	3
Nongraduates	4
Total	60
Colored:	
Washington Normal School (ninth, tenth, and eleventh)	18
Other normal schools	2
Colleges	2
Nongraduates	2
Total	24
Grand total	84

NINTH DIVISION.

TABLE I.—*Showing distribution of schools by buildings.*

Building.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	School rooms.	Number of teachers.
Briggs.....	1	1	1	....	1	1	2	3	2	12	8	¹ 14
Garrison.....	1	1	1	1	1	1	¹ 1-2	2	....	10	8	10
Magruder.....	....	....	1	1	2	1	2	2	1	10	8	¹ 11
Miner.....	....	....	....	....	....	3	3	....	....	² 9	³ 11	43
Phillips.....	....	....	1	1	1	¹ 1-2	1	3	1	10	8	¹ 11
Stevens.....	1	1	2	4	3	4	4	6	....	25	⁵ 20	⁶ 26
Sumner.....	1	2	2	2	2	....	....	....	....	9	⁷ 11	⁶ 10
Wormley.....	....	1	1	1	1	1	1	2	....	8	8	8
Total number of schools:												
1901.....	4	6	9	10	11	13	15	21	4	93	82	93
1900.....	4	6	9	10	12	13	15	20	2	91	80	88

¹ Including assistant kindergarten teachers.² Practice schools under supervision of three normal teachers.³ Two rooms used by normal school.⁴ Normal training teachers.⁵ One room used for cooking and one for manual training.⁶ Including principal's assistant.⁷ One room used for teachers' library and one used by supervising principal.TABLE II.—*Showing condition of buildings.*

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Briggs.....	Furnace..	Excellent	Excellent	Excellent	Excellent	Small.....	Owned.
Garrison.....	do.....	do.....	do.....	do.....	do.....	Ample.....	Do.
Magruder.....	do.....	do.....	do.....	Good.....	do.....	do.....	Do.
Miner.....	do.....	Good.....	Good.....	Fair.....	None.....	Small.....	Rented.
Phillips.....	do.....	Excellent	Excellent	Good.....	Excellent	Ample.....	Owned.
Stevens.....	Steam.....	do.....	do.....	do.....	do.....	Small.....	Do.
Sumner.....	do.....	do.....	do.....	Excellent	Fair.....	Ample.....	Do.
Wormley.....	Furnace..	do.....	do.....	Fair.....	Excellent	do.....	Do.

TABLE III.—*Showing half-day schools.*

School.	Half-day schools.		Grade.	Number above second grade.	
	1901.	1900.		1901.	1900.
Briggs.....	6	8	1, 2, 3	1	2
Garrison.....	4	6	1, 2	....	2
Magruder.....	4	4	1, 2	....	....
Phillips.....	4	2	1, 2	....	....
Stevens.....	14	10	1, 2, 3	4	1
Wormley.....	....	2	....	....	....
Total.....	32	32	....	5	5

NINTH DIVISION—Continued.

TABLE IV.—*Showing distribution of pupils by grade, attendance, and average number per teacher.*

Grade.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher.	
	1901.	1900.	1901.	1900.	1901.	1900.	1901.	1900.	Based on whole enrollment.	Based on average enrollment.
Eighth.....	4	4	162	179	146	158	140	152	40.5	36.5
Seventh.....	6	6	221	243	193	212	186	204	36.8	32.1
Sixth.....	9	9	372	361	317	314	306	298	41.3	35.2
Fifth.....	10	10	441	460	377	390	359	371	44.1	37.7
Fourth.....	11	12	501	513	421	450	402	426	45.5	38.2
Third.....	13	13	558	575	471	469	438	441	42.9	36.2
Second.....	15	15	640	612	546	509	515	479	42.6	36.4
First.....	21	20	1,044	917	788	664	731	616	49.7	37.5
Total.....	89	89	3,939	3,860	3,259	3,166	3,077	2,987	44.2	36.6
Kindergarten.....	4	2	218	87	143	66	125	58	54.5	35.7
Grand total.....	93	91	4,157	3,947	3,402	3,232	3,202	3,045	44.6	36.5

TABLE V.—*Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.*

Month.	Percentage of attendance.	Tardiness of teachers.	Cases of tardiness.		Substitute service.	
			1901.	1900.	1901.	1900.
September.....	97.2	.....	58	37	14.0	21.5
October.....	96.1	7	215	177	33.0	12.0
November.....	95.4	4	192	180	31.5	34.0
December.....	93.0	5	237	140	35.5	10.0
January.....	91.8	2	314	166	31.5	48.5
February.....	94.2	2	291	172	39.0	69.5
March.....	94.5	1	186	146	49.5	78.0
April.....	94.6	4	161	73	35.0	53.0
May.....	94.6	4	155	123	76.0	112.0
June.....	96.1	1	45	51	17.0	18.5
Total.....	94.6	30	1,854	1,265	412.0	457.0

TABLE VI.—*Showing number of graduates from Washington Normal School, other normal schools, colleges, and nongraduates.*

Washington Normal School.....	166
Other normal schools.....	2
Colleges.....	1
Kindergartens.....	28
Nongraduates.....	16
Total.....	93

¹Including two principal's assistants.²Including four assistant kindergarten teachers.

TENTH DIVISION.

TABLE I.—*Showing buildings and distribution of schools by buildings.*

Building.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Number of teachers.
Cook	1	1	1	1	1	2	3	4	...	13	10	13
Garnet	1	1	2	2	2	3	3	2	...	15	12	16
Patterson	1	1	1	1	1	1	1	4	1	11	8	12
Slater	1	1	1	1	2	2	2	4	...	13	8	13
Banneker	1	1	1	2	1	2	3	3	...	12	8	12
Jones	1	1	1	1	1	4	2	3	...	13	8	13
Douglass	1	1	1	1	1	2	2	3	1	6	4	37
Logan	1	1	1	1	2	2	2	3	...	13	59	13
Whole number of schools:												
1901	5	6	7	9	11	14	16	26	2	96	71	99
1900	5	6	7	9	11	14	15	25	2	94	70	96

¹One room used by supervisor and one by cooking school.²Includes assistant principal.³Includes assistant kindergarten teacher.⁴Four rooms used by Business High School.⁵One play room used as schoolroom.TABLE II.—*Showing condition of buildings.*

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Cook	Stoves and furnace.	Excellent	Good	Excellent	None	None	Owned.
Garnet	Steam	do	do	do	Excellent	Poor	Do.
Patterson	Furnace	do	Excellent	Fair	do	do	Do.
Slater	do	do	do	do	do	do	Do.
Banneker	do	do	do	Excellent	Damp	do	Do.
Jones	do	do	do	Fair	Excellent	do	Do.
Douglass	do	do	do	do	do	do	Do.
Logan	Stoves and furnace.	do	do	do	do	do	Do.

TABLE III.—*Showing half-day schools.*

Building.	Half-day schools.		Grade of half-day schools.	Number above second grade.	
	1901.	1900.		1901.	1900.
Cook	10	10	1, 2, 3	3	2
Garnet	6	4	1, 2, 3	2	2
Patterson	6	8	1, 2, 3, 4	2	2
Slater	10	10	1, 2, 3, 4	4	4
Banneker	8	8	1, 2, 3, 4	3	4
Jones	10	10	1, 2, 3, 4	5	4
Douglass	4	4	1, 2	...	...
Logan	9	8	1, 2, 3, 4	4	3
Total	63	62	.....	23	21

TENTH DIVISION—Continued.

TABLE IV.—*Showing distribution of pupils by grade, attendance, and average number per teacher.*

Grade.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher.	
	1901.	1900.	1901.	1900.	1901.	1900.	1901.	1900.	Based on whole enrollment.	Based on average enrollment.
Eighth.....	5	5	187	200	156	175	149	169	35.4	31.2
Seventh.....	6	6	228	268	198	223	190	216	38.0	33.0
Sixth.....	7	7	259	258	227	226	215	215	37.0	32.4
Fifth.....	9	9	404	376	335	321	323	310	44.8	37.2
Fourth.....	11	11	491	474	422	403	401	389	44.6	38.3
Third.....	14	14	596	613	517	537	487	506	42.5	36.9
Second.....	16	15	723	646	600	553	566	519	45.1	37.5
First.....	26	25	1,289	1,203	949	884	882	824	49.5	36.5
Total.....	94	92	4,177	4,038	3,404	3,322	3,213	3,148	44.4	36.2
Kindergarten.....	2	2	114	139	71	74	64	63	57.0	35.2
Grand total.....	96	94	4,291	4,177	3,475	3,396	3,277	3,211	44.6	36.1

TABLE V.—*Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.*

Month.	Percent- age of at- tendance.	Tardiness of teachers.	Cases of tardiness.		Substitute service.	
			1901.	1900.	1901.	1900.
September.....	97.3	1	68	37	28½	21½
October.....	95.9	2	221	177	114	12
November.....	95.3	4	220	180	56½	34
December.....	93.2	13	314	140	11	10
January.....	91.6	10	337	166	89½	48½
February.....	93.4	6	266	172	34½	69½
March.....	94	1	241	146	48	78
April.....	93.4	19	186	73	13½	53
May.....	93.7	2	208	123	42½	112
June.....	95.3	3	101	48	23½	18½
Total.....	94.3	61	2,162	1,262	461½	457

TABLE VI.—*Showing number of graduates from Washington Normal School, other normal schools, colleges, kindergartens, and nongraduates.*

Washington Normal School.....	176
Other normal schools.....	8
Colleges.....	3
Kindergartens.....	24
Nongraduates.....	8
Total.....	99

¹Includes one assistant to principal.²Includes two assistants to kindergarten teachers.

ELEVENTH DIVISION.

TABLE I.—*Showing location of buildings and distribution of schools by buildings.*

School and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Number of teachers.
Lincoln, 2d and C streets SE.	1	1	1	1	2	2	1	2	...	11	110	212
Randall, 1st and I streets SW.	1	1	1	1	1	2	4	6	...	16	312	16
Bell, 1st, between B and C streets SW.	1	1	...	1	1	2	2	3	...	11	8	11
Giddings, G, between 3d and 4th streets SE. ....	...	1	1	1	1	1	2	3	1	11	8	412
Lovejoy, 12th and D streets NE. ....	...	1	1	2	2	1	1	3	1	11	8	412
Anthony Bowen, E and 9th streets SW. ....	...	...	1	1	3	2	2	2	...	11	8	11
Ambush, L, between Sixth and Seventh streets SW. ....	...	1	1	1	1	1	1	2	...	8	6	8
Payne, Fifteenth and C streets SE. ....	...	...	...	1	1	1	2	2	1	8	8	49
Whole number of schools:												
1901.	3	5	6	9	11	12	15	23	3	87	70	91
1900.	3	4	6	9	11	12	14	24	3	86	68	89

¹ One room used for cooking, one room for cutting, and one room for manual training.² One assistant eighth-grade teacher.³ One room used for cooking and one for manual training.⁴ Includes assistant kindergarten teachers.TABLE II.—*Showing condition of buildings.*

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Lincoln.	Steam.	Fair.	Fair.	Fair.	Fair.	Small.	Owned.
Randall.	Furnace.	Excellent.	do.	Poor.	None.	None.	Do.
Bell.	do.	do.	Excellent.	Good.	Fair.	Small.	Do.
Giddings.	do.	do.	do.	do.	Excellent.	Excellent.	Do.
Bowen.	do.	do.	Good.	Excellent.	do.	do.	Do.
Ambush.	do.	do.	Excellent.	do.	do.	Small.	Do.
Lovejoy.	Stoves.	Good.	Poor.	Poor.	None.	Excellent.	Do.
Payne.	Furnace.	Excellent.	Excellent.	Excellent.	Excellent.	do.	Do.
Israel Church.	do.	do.	do.	Poor.	None.	Small.	Rented.

TABLE III.—*Showing half-day schools.*

School.	Half-day schools.		Grade of half-day schools.	Number above second grade.	
	1901.	1900.		1901.	1900.
Lincoln.	6	.....	1, 2, 3, 4	3	.....
Randall.	12	12	1, 2, 3	2	2
Bell.	6	6	1, 2, 3	1	1
Giddings.	6	6	1, 2, 3	1	1
Bowen.	6	6	1, 2, 3, 4	2	2
Ambush.	6	6	1, 2, 3	2	2
Lovejoy.	5	2	1, 2, 3, 4	2	.....
Payne.	5	2	1, 2, 3	1	.....
Total.	52	40	.....	14	8

ELEVENTH DIVISION—Continued.

TABLE IV.—*Showing distribution of pupils by grade, attendance, and average number per teacher.*

Grade.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher, 1901.	
	1901.	1900.	1901.	1900.	1901.	1900.	1901.	1900.	Based on whole enrollment.	Based on average enrollment.
Eighth.....	3	3	120	129	108	113	104	107	40.0	36.0
Seventh.....	5	4	197	168	175	146	166	139	39.4	35.0
Sixth.....	6	6	254	264	219	228	210	219	42.3	36.5
Fifth.....	9	9	384	401	329	339	311	324	42.6	36.5
Fourth.....	11	11	434	484	366	412	328	386	39.4	33.2
Third.....	12	12	522	498	452	431	427	403	43.5	37.6
Second.....	15	14	607	644	517	545	476	505	40.4	34.4
First.....	23	24	1,044	1,082	798	798	742	741	45.3	34.6
Total.....	84	83	3,562	3,670	2,964	3,012	2,764	2,824	42.4	35.2
Kindergarten.....	3	3	170	166	96	94	83	82	56.6	32
Grand total.....	87	86	3,732	3,836	3,060	3,106	2,847	2,906	42.8	35.1

TABLE V.—*Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.*

Month.	Percent- age of at- tendance.	Tardiness of teachers.	Cases of tardiness.		Substitute service.	
			1901.	1900.	1901.	1900.
September.....	97	4	67	41	20.0	46.5
October.....	96.1	8	204	253	75.0	69.5
November.....	95.4	9	208	237	33.5	44.5
December.....	92.3	7	255	297	17.0	18.5
January.....	90.4	16	232	333	80.5	28.0
February.....	93.5	5	190	262	53.0	27.0
March.....	92.5	3	155	202	55.0	46.5
April.....	92.3	6	128	142	30.5	34.5
May.....	93.4	3	134	211	14.5	35.0
June.....	95.1	2	67	114	14.5	17.5
Total.....	93.8	63	1,640	2,092	393.5	367.5

TABLE VI.—*Showing number of graduates from Washington Normal School, other normal schools, colleges, kindergartens, and nongraduates.*

Washington Normal School.....	75
Other normal schools.....	1
Colleges.....	3
Kindergartens.....	16
Nongraduates.....	6
Total.....	91

¹ Includes three assistant kindergarten teachers.

REPORT OF THE DIRECTOR OF DRAWING.

DEAR SIR: Since my last report some changes have been made in the general organization of the schools which necessarily affect the conduct of this department. It may therefore be pertinent to this report to give a résumé of its plan and supervision. The force employed consists of a director, an assistant director of the ninth, tenth, and eleventh divisions, and a director of high-school drawing. In the first eight divisions, including the normal school, the director is assisted by 5 special teachers. In the ninth, tenth, and eleventh divisions, including the normal and high school, the assistant director is assisted by 5 special teachers. During the year the supervision of the colored schools in the seventh and eighth divisions has been transferred to Mr. Hunster and his assistants. It has been recognized by the committee on industrial education and special instruction that the number of special teachers in this department is insufficient, and the assurance has been given that an examination will be held at the opening of the next session which will result in an addition to the number.

THE GRADES.

The entire plan of supervision in the grades is based upon the fact that the regular teacher has charge of the drawing in her own school. This is the plan that has almost universally been adopted in the United States as the best for our public schools. It grows out of conditions not easily changed, and attempts to relegate it to specialists have so far failed as working plans for large cities. This plan was adopted at the time of the introduction of drawing into our schools as an integral part of the course of study under the conditions then prevailing, that the teachers, at that time comparatively few in number, knew nothing at all of the subject. To instruct these teachers in the rudiments of drawing was the principal work of the director during the first four years, by means of a regular course, examinations, etc.

The establishment of the normal school the same year has since been the principal source from which our teachers have been supplied, and there from the beginning drawing has been faithfully taught, elementary in character at first, but more advanced and of wider application, as those who entered were better prepared through instruction in the grades and high schools; but still the demand of the regular teacher is and always will be for help and instruction from the specialist. Even

the best wish to become better and demand knowledge in a condensed form of the latest and best methods, and those less efficient need to be constantly upheld lest the children suffer through this inefficiency.

To each special teacher is assigned an equable portion of the schools. These schools are visited and assisted, so far as limitations of time permit, through lessons given in the schoolroom or by needed explanations of the requirements of the course of study. It is also a duty to report to the director as to the manner in which the course of study is carried on and any deficiency in the necessary materials for carrying it on as required.

In all schools except the primary the schedules are so arranged that every teacher knows the day of the week and the hour when she is liable to be visited and is expected to arrange for a drawing lesson on that day and hour, although the visits with the present force can in the first eight divisions only be made at intervals of four or five weeks. The directors' visits are also confined to these days and hours. The special teachers are also expected to conduct classes of teachers for special instruction when it is needed.

It remains to speak of the help given through meetings for instruction. These are of two kinds. Those called by the director for the purpose of meeting the different grades in each division for direction and instruction have been invaluable, the only drawback having been the necessity of holding them in the afternoon after school session, when weariness may cause the teachers to be less receptive than at other times. These meetings seem indispensable to the preservation of the unity of aim and methods throughout the schools, and the results in this direction have been decidedly successful. The other class of meetings consists of those called by special teachers for the purpose of imparting instruction in certain subjects or for giving help to small groups of those who need it. While these after-school efforts were commendable and of value to a few, the method did not recommend itself as practicable.

A few Saturday morning lessons have been given by Miss North at the request of the teachers under her supervision, which were well attended and appreciated. For the coming year we have planned short courses to be given by the special teachers on Saturday mornings successively to the different grades, the subjects being those required by the course of instruction. It is hoped that these lessons will commend themselves to those in need of instruction, and will thus be productive of good results.

Another agency for assisting the regular teacher in the effort to do her work well and which is always appreciated is material. In addition to a good supply of that which is required for the hand work of the children she needs text-books for reference, books which will give her ideas upon methods of imparting instruction and give breadth

to her conception of the ends to be attained by the lessons given that she may work as intelligently in this as in other lines. Objects to be used as models for drawing are needed; beautiful objects and pictures are greatly to be desired, for we are no longer satisfied with a school-room consisting of four bare walls and a blackboard. Our teachers understand the influence of environments. Those whose memory extends some years into the past can remember the condition of the disfigured walls and desks by children's hands and can see the difference now. How has this change been brought about? By the repressive influence of force alone, or by the supply of an environment worthy of respect, as a help to the teacher in the effort to inspire the children with an idea of the conduct and care necessary to keep it in this condition? Among all the really beautiful objects brought into the schools the last few years but one instance of wilful defacement of a beautiful object has been brought to my knowledge, and this aroused so great indignation among the pupils as to show it to be an exceptional case. I need not speak to those who have visited our schoolrooms of what has been done in this direction. I desire to say a word as to the way it has been done. We are indebted to the board and to the superintendent for the preparation of the walls in many schools and also for some gifts of pictures and vases. It is through the efforts of the teachers alone that pictures, statuary, etc., as well as pianos and books, have been supplied. The means employed, principally entertainments of various characters given by the pupils, is by the rules of the board no longer available. If it is to be done the means must come through appropriations requested by the Board of Education. I trust that among the many subjects to which its attention is called this will recommend itself to favorable consideration.

We have a promise for the coming year of a set of the Prang Manuals, one with a copy of the drawing book designed for the grade for each teacher. These are so filled with excellent pictorial examples, with so much information, and so many suggestions relating to the subjects making up our course of study, that we feel sure that they will prove to be of great value.

In this connection I desire to gratefully acknowledge a supply of books and small pictures, a selection from the Riverside Art Series, to the eighth grade.

The introduction of this little volume as a text-book to teachers is the result of an effort to put the study of the history of the arts of painting, sculpture, and the many forms of industrial art upon a similar basis to that of literature. Its growing recognition as an essential part of history in the popular mind and by educators is demanding some systematic effort of this kind. These arts are the expressions of the character and development of the people. The material in which the record is made is largely of a permanent character and to its pres-

ervation we owe much history otherwise unwritten. The influence of the masters in these arts has been very great; to ignore this influence and its connection with development along other lines is as great a mistake as to ignore the influence of literature and science in the past and present.

Much has been done in this direction in our schools, desultory in character, but valuable in arousing an interest in the subject. The life and works of many artists have been studied by the teachers, and the reproduction of their works, so easily procured through the publications of the Perry Company, Prang, Brown, and others, have been shown to the children with comments suited to age and state of appreciation. Very little school time is taken for this; very little is needed. The subtle influence of pictures, the interest aroused in them by a little knowledge of the artist and his motives, leads the pupil imperceptibly to a closer and more critical observation of pictures, a child's first and unfailing delight. There is scarcely a school in which collections of these reproductions can not be found doing their silent work. Few teachers are willing to be without them. The director has given talks to teachers and talks to many schools, the foundations of interest being thus laid. Something less desultory seemed desirable. Only one grade could be supplied with books and pictures this year. The eighth was selected and Millet chosen for the year. This set will be transferred the coming year to the seventh and ultimately to the sixth, being replaced by others more suited to the grade. Thus we hope in time to see every grade supplied with some help in this direction. Millet was selected for introductory work because his history and pictures always appeal to children and open up new lines of thought in their minds in regard to pictures generally. Eighth-grade teachers were generally so familiar with Millet and his pictures that they were left this year very much to themselves as to the use they would make of the subjects. Next year means will be taken to give to the teachers a broader conception and more information, not only of the artist and his works, but of the times in which he lived, his contemporaries in history, and the influence of his works, Raphael being the artist chosen.

COURSE OF STUDY.

Since the lapse of a general course of study, including drawing and the other so-called special studies, the course of study on printed leaflets has been prepared by the director in three parts during the year and issued to teachers.

A reduction of thirty minutes, leaving one hour and thirty minutes each week as the time to be given to this subject, made necessary some changes in the course of study. These were principally those of elimination. There can be no rational course in this subject which does not

plan for a well-balanced development in construction as connected with the manual work of industrial art; in decoration or the laws of beauty in construction and ornament, and in that form or representation which delineates things as they appear to the eye, the foundation of all pictorial art. All, therefore, that could be done was to abandon some of the materials and methods we were using in each. As these had all been adopted as aids to development and had proved their efficiency, it was not easy to choose, but the result was that the manual exercises of paper folding and cutting in the three primary grades and clay modeling in the five upper grades were given up. Color was abandoned in the fourth grade, which I greatly regret. Figure drawing and outside sketching were made optional and the amount of constructive drawing in connection with the manual training slightly reduced.

NORMAL SCHOOL.

The value of drawing itself and in connection with other studies, especially the value of the practical use of it by the teacher in the schoolroom as a language by means of which ideas may be more strongly impressed upon the mind, has always been recognized by the principals of our normal schools and is thoroughly appreciated by those now in charge. Mr. Hunster and his assistants have continued in charge of the drawing in the normal school of the ninth, tenth, and eleventh divisions.

In the normal school of the first eight divisions Miss North, the senior member of the corps of special teachers, has charge of the instruction in normal grade work and in the direction and supervision of drawing in the practice schools. Illustrative drawing in connection with literature, geography, and history has received special attention throughout the year. The director has given one forty-minute period in each week to each section, devoting a portion of the year to composition for blackboard drawing and the remainder of the time to lectures on the history of art illustrated by reproductions of the works of the great masters.

Miss North has also given two hours each week to the Business High School, conducting a class in mechanical and free-hand drawing for the benefit of those who desire to fit themselves for drafting as a business. Reports of high-school drawing will be found in the report of the director of high schools.

In conclusion, I would suggest that in judging of the value of art training in a community it is well to remember that we are all artists in so far as we express ideas of fitness to purpose and discover the harmonious relations possible to develop out of the material we are called upon to handle in our business and our home life. Right relations and fitness to purpose are the sole tests of a work of art. Who

shall say that the study of an art which would have no existence but for the longing of the human soul to express these qualities perfectly in objective form is not of value in the training of every child born into the world?

Of the many imperfections in the work, a meager outline of which is presented in this report, no one can be more conscious than the director, but she is hopeful that with increased investigation will come increased interest in its aims and methods and counsel and material aid in making them better.

She also desires to express to the members of the Board of Education and to the superintendent her appreciation of the support and encouragement already given.

Very respectfully,

S. E. W. FULLER,
Director.

Mr. A. T. STUART,
Superintendent of Schools.

REPORT OF THE DIRECTOR OF MANUAL TRAINING.

DEAR SIR: Respecting the details of the work of this department for the past year, little need be said other than that they have been substantially as heretofore. In previous reports the reasons for holding, in the main, to the present course in the grammar-school work have been stated at some length, but they may be indicated in a few words. While there are features which may be criticised, it has not been found an easy matter to devise new work which, while avoiding the old defects, has not developed others believed to be quite as serious. Experiments are being conducted with a view to possible changes in the course, but as yet it has seemed inexpedient to introduce new work. This is in part due to the fact that such changes would lead to complications in the work of producing drawings for the shops, now a part of the regular work of the grades concerned. Nothing of this nature should be permitted unless it is reasonably certain that the change is to be permanent, comparatively speaking, because this close association of the drawing and shopwork is very valuable, now that it is well understood by the regular teachers.

In the high-school grades of the work changes in detail are more easily made when desirable as permanent improvements or to meet special occasions. As a consequence there is more variety apparent from year to year than in the work of the grammar grades. This is a natural and proper result of the earlier training and the greater maturity of the pupils; there is no loss or demoralization incident to it, although the uninitiated might find less of method embodied in it. During the past year, at the suggestion and with the enthusiastic cooperation of one of the free-hand drawing teachers, a large number of the boys in the first-year class in wood turning designed and made articles of use—cups, jars, bowls, etc., based on the forms of buds, flowers, seed-pods, and leaves previously studied. These articles were afterwards decorated with original designs burned in with the benzine point, some of them being colored in addition. This work was quite satisfactory; it gave additional interest to the wood turning and drawing, and, embodying as it did the application of the fundamental principles of design, it was particularly valuable.

Perhaps the most noticeable thing about all our work for the year was the development shown in the mechanical drawing. This subject has always been given the careful consideration which it deserves, but adverse conditions have somewhat retarded its growth. Now, however, it is quite up to the standard of anything we do.

The exhibit of work held in the various high schools in conjunction

with their several exhibitions attracted its due share of the attention the public bestowed upon the whole. There was much encouragement and help in the comments made upon it. While it undoubtedly resulted in a better understanding of the content and aims of our work, it also demonstrated the fact that the public already had a better comprehension of them than was ever before apparent.

The chief work of the department for the year was the study and preparation of plans for inaugurating the complete and independent manual-training schools provided for by the appropriation act for 1902. The superior importance of this problem, as compared to any heretofore met pertaining only to the manual work, was fully appreciated. It has been considered somewhat as an original proposition, just as those minor ones have been heretofore. It should not be inferred that the conclusions reached have led to anything essentially different from what has been effected elsewhere, nor that the observable work of others has been ignored or has proved of inconsiderable help, for quite the contrary is true; but none the less has there been a great deal of independent thought given to the question. It involves much more than the piecing together into a presentable whole of regulation work in secondary English, mathematics, science, drawing, and shopwork.

In the main, schools of this character are sought by pupils of certain specific tastes and aptitudes, although there may be at the same time considerable diversity in them. That is the basic idea; courses of study, methods, teachers—all should recognize it.

The courses of study recommended are three in number. Two of them are essentially those already established, the technical and the two-year courses. The former is a four-year course, designed to interest those who during their stay in the grammar grades have developed aptitude for constructive work and wish to continue in it without omitting anything found in the usual liberal high-school course. Those contemplating advanced work in preparation for the engineering professions are provided for by this course. Parallel to it there is a course for girls. This will have in view preparation for the normal schools and for the subsequent work of the grade teacher. In determining details of this course concessions, if they need be considered such, have been made to the idea for which these schools stand. That the result will be a vital influence in our school system it is confidently predicted. That the course will tend to develop and broaden, in the prospective teacher, the sympathetic attitude toward all pupils which every teacher should have, and that it will be directly helpful in much of the work she will be called upon to conduct, seem equally certain.

The two-year course is calculated to attract and benefit pupils who may not expect to continue longer than two years and who desire to cover as much of the manual work as practicable in that time.

There is also a new four-year course in which the time usually given elsewhere to foreign languages is devoted to the subject for which the pupil may show special capacity.

These three courses are believed to provide adequately for meeting all the demands likely to be made at present upon schools of this type. The technical course must be shaped to provide the requisite preparation for advanced study in colleges of technology and in the normal schools, but the other courses are not bound by any similar conditions and may therefore be made more elastic.

In considering methods of administration for these schools the aim has been honestly to embody the idea to which they owe their existence; that is, better opportunity for the great number of boys and girls, in and out of the high schools, for whose needs the work of those schools is not well adapted, if we may judge from the evidence. If this opportunity is to become an actuality, not for the few but for all who seriously seek it, the pupil rather than the organization must be placed first. Let the organization bend, if necessary, to benefit more the deserving pupil, even though the standard of attainment in his case swerve from the absolute to the relative. For pupils in other than the technical course there is no standard which must, in justice to others, be recognized; the individual pupil and the one school are the only parties to the case.

To safeguard a school organization in such a position, where there is danger from the looseness which might easily result from it, there must be the exercise of constant care and good judgment and a close knowledge of individual pupils. To insure the former there is no substitute for a proper corps of teachers, and it is well that those who are attracted to positions in such schools are, as a rule, capable of the breadth and sympathy demanded by the conditions. To secure the other safeguard, the opportunities afforded by the nature of much of the work are adequate.

The realization to any considerable degree of the aims above suggested must be a matter of development. That the steps so far taken by the Board of Education are truly preparatory to this development, and that, under a continuance of the same hearty interest, splendid cooperation and intelligent counsel by its individual members and by yourself, it will be achieved, I have the utmost faith. The unceasing efforts of the men who have been assigned to the principalships of these schools, as well as those of their assistants, are pledged in advance. If past liberality on the part of Congress and the earnest support given by the Commissioners are indicative of the character of the assistance to be expected in future, the remaining factor is assured; that is, the funds so indispensable to the proper maintenance and growth of this project.

Very respectfully,

J. A. CHAMBERLAIN,
Director.

Superintendent A. T. STUART.

REPORT OF THE DIRECTOR OF COOKING.

DEAR SIR: I herewith respectively submit a report of the department of cooking for the year 1900-1901.

The corps at present consists of 19 women, a director, an assistant director, and 17 teachers, 6 of whom are colored.

Teachers' meetings were held regularly during the first week of each month during the year. At these meetings the work for the succeeding month was outlined and discussed.

The work given was practically, though not identically, the same as that given in former years. All principles underlying the work were taught by means of simple experiments, and wherever it was possible the composition of the food material was shown in the same way. Heat being the principal agent by which cooking is done, the materials from which to obtain it and the means used to control it were subjects assigned for the first lessons. Water being the second agent required to bring about the desired results, the general sources and characteristics of drinking water and the means employed to supply the city with it were then studied, after which the changes which take place in it when heat is applied to it were discovered. The value of water, sunlight, and fresh air, as means within the reach of all for the prevention of disease, was then discussed. As each food material was required for the lesson it was carefully studied. If it were a natural product then where it grew, how it grew, by whom it was discovered, by whom used, how prepared for market, and how sold were some of the questions asked concerning it. If it were the result of a manufacturing process, then where, from what, how, and by whom it was made, and the different grades and varieties of it offered for sale were the subjects considered. In the development of this line of work it was frequently necessary to refer to the subject of geography and often to stop and discover the location of the place on the map. The subject of imports and exports naturally followed this, then the commercial value of the article, after which the food value, to determine which it was necessary to discover the composition of the article. History, literature, and art contributed interesting bits for each of these lessons. Besides all this, the actual and accurate measuring, mixing, cooking, and serving of the food was carefully taught. To secure close observation the recipes were written by the pupils as the result of their own experiences. This is also an excellent means for applying the

rules governing English composition, spelling, and penmanship. After each lesson the dishes were washed, the tables scrubbed, the fire prepared for the next lesson, the room swept and dusted.

By such work as this we are endeavoring to prepare for the future women who will know what work is, how it is done, and how to secure it from others; who will be able to create and keep a home and be worthy the name of home maker.

NIGHT SCHOOLS.

In addition to the four cooking schools, which in the past have formed so popular and successful a part of the night schools for white students, one school for colored students was opened at the J. F. Cook building and two classes were formed. One, composed of pupils from the regular night school, who were allowed to go to the kitchen one night each week, and the other composed of people outside of the schools. The people of these classes were most interested in the the work given them. This interest was shown by their regular attendance and the frequent reports of the work done at home.

I hope when the manual school is completed it will be possible to offer these people other lines of work, such as care of the dining room, the serving of a full meal, the cleansing of fine china and silver, the care of a bed room and of the sick.

LUNCH ROOMS.

This was the third year of the existence of the lunch-room feature of the Western High School and the first of the M street High School, but the two are run on entirely different lines.

During the first year the western lunch room paid all of its own expenses and yielded a small surplus, which was used to increase the equipment. Other articles of equipment were needed very much, some of which were bought during the second, but at the close of the second year we found ourselves a little in debt. The money to pay this was readily advanced, so all indebtedness was paid. The third year was begun in October, 1900, with three obstacles standing in the way of complete success. One, the moral obligation to repay the loan of the previous year; another, a slightly higher rate to be paid for all the staple articles, and the third, a new woman to do the work, the one who had carried on the work so faithfully through its experimental stage having secured easier and more lucrative employment. By the end of the year, which was awaited in fear and trembling, the loan had been repaid, all bills against the lunch room settled, and a small sum of money placed in bank to begin the following year. This was accomplished by most rigid economy and the curtailment of every item of expense, which of course placed some additional burdens on the woman engaged to conduct the business, but it was only by so doing that we

were able to bring the year to a successful close financially. The lunch room during this year was as popular, though not as well patronized, as during the preceding ones. The pupils, having a pleasant and comfortable place in which to sit while eating their luncheon, prepared and brought from home a lunch which was often supplemented by a glass of milk, a cup of cocoa, a piece of chocolate, or a bit of fruit—things from which the luncheon room gained very little revenue. This was the reason why the aggregate amount received from the sale of food was less than during the previous years, though the attendance in the lunch room was practically the same. All who were present were eating lunch. This shows an awakening on the part of the pupils and their parents to a very essential future connected with the welfare of the student.

The opportunity offered for social intercourse among the pupils during the luncheon hour has strengthened the social life of the school. So two of the things for which we hoped were accomplished; but the third one, to make it a self-supporting institution, was accomplished only at the expense of much labor and nervous wear on the part of those connected with it, while the fourth object, which was to reduce the price of the staple articles of food so all might be able to buy, was not accomplished.

At the M Street High School the privilege to sell food within the building to students was given to a woman who, though conscientious and painstaking, wanted to make her living out of it and, as it was only an experiment, was unwilling to expend money to purchase tables, chairs, and dishes which were necessary to make the room attractive and comfortable enough to induce the pupils to buy their luncheon. It would not have been right for her to do this had she been willing, as it would have been impossible for her to recover the outlay for several years, even if every pupil in the school had purchased his food from her.

This question of luncheon for high school students has always been a perplexing one. They dislike to bring one from home and can seldom be induced to do it when they are obliged to eat it while walking along the street or corridors; but, as shown at the Western, they will provide something when they have a cheerful and comfortable place in which to eat it. For this reason I would suggest that the M Street High School be equipped in the same manner as the Western, and some one at the school be appointed to take charge of all money, pay all bills, and pay the woman a stated or percentage salary, the surplus, if any, to be used for the purchase of additional equipment, and the deficiency, if any, provided for by an appropriation for lunch-room exigencies. When these places are entirely under our own control we can with greater ease dictate what the food supply shall be.

The following statement shows the location of the school kitchens,

the teacher in charge of each, the buildings from which pupils were received, the number of classes, the number of pupils enrolled, and the amount of money expended for materials for the lessons.

The lessons began September 24 and ended June 14, during which time 36 lessons were given to each class.

Name of teacher.	Where teaching.	Pupils received from—	Number and kind of classes.	Number of pupils.	Amount used for provisions.
Miss E. W. Saxton	Dennison School .	Adams, Phelps, Harrison, Chevy Chase, and Dennison schools.	5 eighth and 8 seventh grade and 1 advanced class.	183	\$65.12
Miss E. W. Cross	Thompson School	Franklin, Webster, and Thompson schools.	5 eighth and 5 seventh grade and 1 advanced class.	147	69.25
Do.....	Brookland.....	.....	1 eighth and 1 seventh grade class.	31	12.17
Miss K. D. Jones	Berrett School....	Force and Berrett schools.	5 eighth and 4 seventh grade classes.	.....	.....
Do.....	9th and K street School.	Tyler and Buchanan schools.	2 eighth and 3 seventh grade classes.	213	68.45
Miss Marian White....	609 O street, NW..	Henry, Polk, Twinning, Abbott, Morse, and Eckington schools.	6 eighth and 9 seventh grade classes.	225	52.70
Miss A. M. McDaniel....	Seaton School	Gales, Arthur, Blake, Langdon, and Seaton schools.	6 eighth and 8 seventh grade and 1 advanced class.	242	77.18
Miss Florence Jenkins.	Wallach School ..	Lenox, Towers, Brent, and Wallach schools.	6 eighth and 9 seventh grade classes.	207	67.03
Miss M. J. Merillat....	642 Massachusetts avenue NE.	Maury, Peabody, Carbery, and Hilton schools.	6 eighth and 8 seventh grade classes.	212	60.29
Miss M. E. Davis	Jefferson School..	Bradley, Greenleaf, Smallwood, and Jefferson schools.	6 eighth and 9 seventh grade classes.	224	62.80
Miss J. P. Wilkinson ...	High Street School.	Curtis, Addison, Jackson, Fillmore, and Corcoran schools.	5 eighth and 7 seventh grade classes.	.....	.....
Do.....	Grant School	Weightman	2 seventh grade classes.	196	54.85
Mrs. M. A. Burns	Grant School	Toner, Grant, and eighth grade of Weightman schools.	3 eighth and 3 seventh grade classes.	.....	.....
Do.....	Johnson annex...	Hubbard, Monroe, and Johnson schools.	4 eighth and 4 seventh grade classes.	203	56.43
Miss F. B. Espey	Eighth and I streets NE.	Taylor, Blair, Hayes, Price, and Hamilton schools.	7 eighth and 8 seventh grade classes.	215	59.66
Miss E. A. Browne....	White schools in the county.	Van Buren and Congress Heights at Van Buren annex; Benning at Anacostia road; Brightwood at Brightwood; Tenley at Tenley.	5 eighth and 7 seventh grade classes.	122	55.72
Miss L. A. Parker	Stevens School ...	Sumner, Briggs, Wormley, and Stevens schools.	5 eighth and 8 seventh grade classes.	202	69.64
Miss Helen Johnson...	Lincoln School...	Lovejoy, Logan, Bell, Giddings, and Lincoln schools.	4 eighth and 10 seventh grade classes.	194	60.06
Miss Ella Freeman	J. F. Cook School .	Jones, Banneker, Cook, Slater, and Garrison schools.	2 high school, 6 eighth and 6 seventh grade classes.	209	74.42

Name of teacher.	Where teaching.	Pupils received from—	Number and kind of classes.	Number of pupils.	Amount used for provisions.
Miss Annie Wilder	917 P street NW ..	Garnet, Slater, Patterson, and Garrison schools.	4 eighth and 4 seventh grade classes.	184	\$73.38
Do.....	Randall	Bell and Randall schools.	4 eighth and 2 seventh grade classes.		
Miss J. F. Freeman	Colored schools in county.	Mott and Wilson at Bruce; Birney, Garfield, and Hillsdale at Hillsdale; Benning road at Benning road.	6 eighth and 8 seventh grade classes.	193	76.36

The butterine bills for all schools from January 1, 1901, amounted to \$32.28.

Very respectfully,

EMMA SUTER JACOBS,
Director.

Mr. A. T. STUART,
Superintendent of Schools.

REPORT OF THE DIRECTOR OF SEWING.

DEAR SIR: I respectfully submit the following report of the work of the sewing schools for the year 1900-1901:

Sewing lessons were commenced September 24, 1900, and continued until June 15, 1901. Regular monthly meetings were held, as heretofore, for the exchange of views and to insure uniformity in the work of the teachers.

The corps of sewing teachers has been augmented since my last report by the appointment of two additional instructors. The resignation of Francis P. Polkinhorn was received and accepted March 1, 1901, and the vacancy thus created was filled by the appointment of Effie S. Perry, the successful applicant in a competitive examination.

There are now employed for the sewing schools 28 teachers, including the director and assistant director, 18 for the white schools and 10 for the colored schools.

The increase in the working force permitted the establishment of two new cutting schools, located, respectively, at the Johnson Annex, Mount Pleasant, and the Grant school (the latter being transferred May 1 to the new building on Twenty-fourth street). These two schools accommodate pupils from the Johnson, Monroe, Hubbard, Brightwood, Grant, Toner, and Weightman schools. On account of the distance between the Johnson Annex and the Brightwood school I would suggest that as soon as possible a schoolroom be fitted at the latter place for pupils of Brightwood and Takoma. Arrangements have been made for the next school year by which the pupils of Anacostia, Congress Heights, Good Hope, Garfield, and Hillside schools may receive the advanced sewing.

The placing of all the schools under the same supervision has resulted in a change in the colored schools, in the division of the school day from four to five sewing periods, to accord with the system adopted in the white schools. This change enabled us to introduce sewing with the same force into the following county schools, which have heretofore been without instruction in this line: Burrville, Little Falls Road, Bunker Hill Road, and Fort Slocum. The promotion of two of our teachers to fill positions in the new manual training schools will cause vacancies to be filled before the opening of the new school year.

I would call your attention to the fact that an extra teacher will be

needed for the school year of 1902-1903 to meet the increase in new buildings.

No material changes have been made during the year in the system of instruction and the plan of work is uniform throughout all of the schools.

It has been the aim to make the work as instructive and practical as possible, and the results of the year's work have been highly satisfactory. It is a gratifying duty for me to commend the zeal, faithfulness, and industry of those associated with me in the work.

I think I may with propriety take this opportunity to suggest to you, and through you to the Board of Education, the justice of increasing the compensation of the sewing teachers, so that their salaries will equalize with those of special teachers in other lines of manual-training work.

The following statement gives the statistics of the year's work:

PLAIN SEWING, WHITE SCHOOLS.

	Number of pupils.	Number of classes.
E. M. Colhoun taught in the Adams, Henry, Webster, Tyler, and Cranch	525	22
Genevieve Cassin taught in the Weightman, Grant, Toner, Wallach, Towers, Johnson, and Hubbard	572	25
Caroline Dodson taught in the Eckington, Twining, Abbot, Thomson, Hayes, Blair, Woodburn, and Chevy Chase	370	23
Amelia Dalton taught in the Maury	95	55
Hannah Drancy taught in the Brookland	70	3
S. M. Davidson taught in the Peabody and Hilton	264	9
Kate Graham taught in the Lenox, Jefferson, Amidon, Smallwood, Bradley, and Potomac	639	25
M. C. Henry taught in the Force, Berret, Dennison, Harrison, Phelps, Polk, Seaton, and Abbot	491	24
Eva Littell taught in the Arthur, Buchanan, Congress Heights, Van Buren Annex, and Good Hope	546	23
A. L. Norris taught in the Jefferson	120	4
Effie S. Perry taught in the Gales, Blake, Franklin, Morse, Brightwood, and Langdon	485	21
C. L. Stanton taught in the Fillmore, Jackson, Threlkeld, Curtis, Addison, Corcoran, Tenleytown, and Reservoir	539	24
L. B. Smith taught in the Brent, Taylor, Taylor Annex, Madison, Blair, Pierce, Carbery, and Hamilton	544	25
Artemesia Wells taught in the Toner	27	1
Charlotte White taught in the Hubbard, Monroe, McCormick, and Benning	213	10
Total	5,500	244
Average per class		22.54+

CUTTING AND FITTING CLASSES, WHITE SCHOOLS.

Isabel Solomons, teacher at 607 O street NW. Pupils received from Henry, Polk, Morse, Twining, Abbot, Seaton, Webster, and Eckington	269	15
Hannah Drancy, teacher at Dennison and Brookland. Pupils received from Dennison, Force, Adams, Berret, Harrison, Phelps, Thomson, and Franklin	229	12
Ernestine R. Thornton, teacher at 7th and G streets SE. Pupils received from Wallach, Towers, Lenox, Brent, Buchanan, Tyler, and Cranch	244	15
Annie L. Norris, teacher at 494 Maryland avenue SW. Pupils received from Jefferson, Amidon, Smallwood, Greenleaf, Bradley, and Arthur	200	13
Amelia Dalton, teacher at 8th and I streets NE. Pupils received from Gales, Blake, Blair, Hayes, Taylor, Madison, and Pierce	182	11
Sarah M. Davidson, teacher at Peabody School. Pupils received from Peabody, Carbery, Maury, and Hilton	140	10
Artemesia Wells, teacher at High street, between G and H streets NW. Pupils received from Fillmore, Jackson, Addison, Curtis, Corcoran, Grant, and Weightman	177	12
Charlotte White, teacher at Johnson Annex. Pupils received from Johnson, Hubbard, Brightwood, and Monroe	99	5
Total	1,540	93
Average per class		16.55

PLAIN SEWING, COLORED SCHOOLS.

	Number of pupils.	Number of classes.
E. M. Thomas taught in the Miner.....	52	2
S. A. Goines taught in the Garrison and Briggs.....	142	5
M. E. Griffin taught in the Lincoln.....	84	4
A. E. Thomas taught in the Bruce, Stevens, and Sumner.....	340	16
M. G. Lewis taught in the Ambush, Randall, Bowen, Wilson, and Grant Road.....	434	25
A. Alexander taught at the Patterson, Garnet, Jones, Banneker, Garfield, and Payne.....	516	20
J. E. Anderson taught at the Douglass, Jones, Slater, Cook, Benning Road, Ivy City.....	449	24
J. R. Freeman taught at the Bell, Giddings, Burrville, Bunker Hill, Phillips, Mott, and Military Road.....	378	24
Total number of pupils in plain sewing.....	2,718	139
Average number of pupils per class.....		13.51+

CUTTING CLASSES, COLORED SCHOOLS.

E. M. Thomas, teacher at Miner. Pupils received from Wormley, Phillips, Briggs, Stevens, Sumner, and Magruder.....	173	13
S. A. Goines, teacher at 917 P street NW. Pupils received from Garrison, Garnet, Patterson, Cook, Slater, Jones, and Banneker.....	179	12
M. E. Griffin, teacher at Lincoln school. Pupils received from Lincoln, Logan, Payne, Bowen, Giddings, Randall, and Ambush.....	162	12
A. E. Thomas, teacher at Bruce. Pupils received from Bruce, Mott, Military Road, Wilson, and Grant Road.....	40	4
Total.....	554	41
Average number of pupils per class.....		13.51+

Very respectfully,

MARGARET W. CATE,
*Director.*Mr. A. T. STUART,
Superintendent of Schools, Washington, D. C.

REPORT OF DIRECTOR OF PHYSICAL TRAINING.

DEAR SIR: The decision of the Board of Education to place all the schools of the District of Columbia under your supervision and each line of special work under one director made it my duty to give to the colored schools much of my personal attention.

Upon consultation with colored teachers of physical training of the ninth, tenth, and eleventh divisions, and at their urgent request, it was decided to change the work of these schools, so that in the exercises given, the method of teaching employed, and the general plan of supervision the instruction would be the same as that carried on in the white schools.

It has been a pleasure to me to note the spirit in which the colored teachers have fallen into new ways and striven earnestly to do their best. The children in their ability to take up new work show the result of years of effort on the part of the gymnastic teachers.

SUPERVISION.

As in the white schools, the special instructors adopted the plan of cooperative study of work to be done and results to be sought, so that all would be working daily toward the same end.

At the beginning of each month I taught, for the observation of all the special teachers, the next lesson to be given in each of the eight grades of school. Four were taught on a morning and carefully studied in the afternoon, so that after two days of preparation each special teacher went forth with the best thought of all members of the corps as to the method of presenting the lessons. Besides this, I spent one day with each special teacher, closely observing her work in the schoolroom, so as to make helpful suggestions regarding the same. As the result of such preliminary study each gymnastic instructor presented herself to the pupils and teacher thoroughly prepared in every detail of the lesson to be taught, thereby saving the time of the school, making strong mental impressions, and securing the greatest amount of exercise in the given time.

The special teachers meet the director after school weekly to report the work of their teachers and consult in regard to any question which may have arisen during the week. In this way I am able to keep in touch with teachers all over the city and can gauge future efforts by results reported.

WORK OF SPECIAL TEACHER.

Believing very strongly that the value of the exercises to the child depends upon the quality of the daily drill, and since this daily drill must be conducted by the regular teacher, it follows that the strength of our effort as special teachers must be directed toward training the class-room teacher to do good work. It is likewise of importance that the child receive direct from the expert his first conception of a new exercise, thereby eliminating possible errors which might have occurred on the part of the class teacher had she attempted the original teaching. It were better that no gymnastics be attempted than that for weeks a class be drilled in bad habits of posture and unhygienic manner of execution of physical exercises. To attain these ends it is necessary that the special teacher be able—

1. To show the regular teacher a model lesson which is an exemplification of the exercises to be given, their manner of execution, and the method of obtaining best results from the children.
2. To show the lesson to the teacher amid the same conditions under which she is obliged to work daily, i. e., to her own pupils in her own class room.
3. To see the daily teacher give a review of the previous lesson so as to be able to make helpful suggestions concerning all things which go to make up good gymnastic instruction.
4. To visit the school regularly at a certain interval of time; no lesson to be omitted owing to unavoidable circumstances, but merely delayed until the first opportunity.
5. To leave with the teacher a printed lesson sheet containing definite directions regarding the exercises given, including the average number of times they are to be taken and the signals to be used.
6. To give general directions regarding temperature, ventilation, proper seating of children, and matters pertaining to school hygiene.

HABIT OF DEEP BREATHING.

Ever since the introduction of physical training in our schools eleven years ago we have fully appreciated the value of breathing exercises as a means not only of increasing the mobility of the ribs, thereby enlarging the chest capacity, but also of increasing the circulation of the blood and improving the nutrition of the body. It has always been our custom to give a definite breathing exercise in each daily lesson from the lowest grade up through the highest. More than this, during the past two years we have adopted the plan of giving the class after each of the physical exercises time in which to take a few natural deep breaths, without signals, each pupil following his own natural rate of respiration. As the result of such frequent opportunities for deep breathing, we hope to cultivate the habit of full and free respiration at all times during the day and under all circumstances.

Breathing through the nose whenever possible is always insisted upon, thereby tending to break up the thoughtless unhygienic habit of breathing through the mouth.

GROWTH OF CHILDREN.

In recent years much has been learned regarding the growth of children which serves to emphasize the importance of physical training in schools, since exercise is acknowledged to be one of the greatest agents in promoting healthy normal growth. First in importance is the knowledge that the human body does not increase in size as a whole, but that certain parts have their period of greatest development. Further, increase in height and weight does not follow a regular upward curve but fluctuates with the age and sex of the individual. It is believed from many facts which have been brought out that if this favorable period of growth is interfered with the loss of increase in height at a certain period in the child's life is never regained. It is also known that undue nervous strain will arrest the rate of growth. How great then becomes the responsibility of the teacher, whose duty it should be to avoid all fatigue and worry in the school, which if continued is likely to lead to an impairment of the child's fullest development.

The physiology of growth shows an intricate process depending upon nutrition, assimilation, physical exercise, and metabolic changes, all under the control of the nervous system; while ultimate size, if growth is not interfered with, is a matter of inheritance. It is true that unfavorable hygienic conditions retard growth, for which reason it becomes the duty of those who influence school conditions to see that the necessary evils of school life are reduced to a minimum. No greater preventive measure have we on hand than the daily drill in physical exercises carried on in every school in the District of Columbia. The avowed purpose of such work is that it aids the child in obtaining his maximum growth.

That physical exercise in school relieves the strain of continuous study, that it quiets the nerves, affords relief from long sitting periods, gives muscles an opportunity to stretch and grow, increases the respiration, aids in the circulation of the blood and flow of lymph, which in turn increase the functional activity of the brain, heart, lungs, and stomach, all are matters of fact and physiology so well known that they need but be mentioned.

NORMAL SCHOOL.

During the first year each pupil-teacher observes gymnastic work taught in the four primary grades, and later observes critically a drill of the same given by one of the graduating class. During the second

year she has the opportunity to practice and teach under observation, so that upon entering her career as a teacher she has an intelligent understanding of the purpose of the work and its method of execution.

The young women of the normal class are given a course in school hygiene, which consists of talks on bad habits of posture and means of their prevention, management of the adjustable seat and desk, air, breathing, ventilation, temperature, care of eyes, tests for sight and hearing, fatigue, the school programme, contagious diseases, cleanliness, nervousness, exercise, school gymnastics, and the power of habit.

CONCLUSION.

The influence of body training in our schools extends from the isolated little wooden schoolhouse for colored children, with its one teacher doing faithful daily work in the far western corner of the District of Columbia, to the country school called Good Hope, 7 miles east of the center of the city and accessible only by walking three-quarters of a mile from the nearest car line. Such schools are visited by the special teacher with the same regularity as are the schools in the heart of the city.

During the past year it was the misfortune of our schools to lose, by marriage, one of our most efficient teachers, Miss Zue Brockett. This vacancy has been filled by Miss Fannie Woolverton, a graduate of the Washington Normal School, who passed the highest in a competitive examination.

Very respectfully,

REBECCA STONEROD,
Director.

Mr. A. T. STUART, *Superintendent.*

REPORT OF THE DIRECTOR OF MUSIC.

DEAR SIR: Within the past few years there has been a decided evolution in the teaching of music. This change of system has had its normal development from the recognition by music teachers of a new purpose in musical instruction. The theory that music is the end of all music teaching, that self-expression through song is the reason, and the only one, for music in our public schools is now accepted by music teachers as axiomatic. This theory, worked out in practice, revolutionizes the conduct of music classes. The song becomes the basis of all work, constituting the vital center of every lesson and the inspiring cause of every device of method.

The work of training the child's musical taste and interest is begun with the first lesson in music, in the first grade or kindergarten. We draw upon the wealth of material contributed by such child poets as Eugene Field and Stevenson, with musical setting from the pen of the best composers of songs for children.

The song is the basis of instruction from the first lesson in the kindergarten to the last given to the normal-school graduate just entering upon her duties as a teacher of music. To obtain material suited to the needs and nature of the child in each stage of development forms no small part of the teacher's work, for if music is to be taught in our public schools it must be with a view to uplifting musical taste among our people, to diffusing a more general interest in music, and to quickening the ear to hear all there is in a musical thought.

By teaching the pupils of any grade a number of beautiful songs we establish a center of interest in music, upon which we may draw in developing the more formal side of musical instruction. In developing a knowledge of the technicalities of musical representation by which the child may interpret for himself the symbolic records of musical thought the method of procedure is through experience. When love for the song is firmly rooted in the child's heart and interest is keen and alive, that is the time to begin the interpretation of the symbol representation of some of the songs he has grown to love. Study of the rudiments of music comes to mean the coming into an inheritance of the great body of musical composition within the reach of all who have appreciation and the power to interpret, the initial activity being voluntary on the child's part and prompted for a sincere desire to know. The music lesson has under this new aspect of

the subject become a very vital exercise, demanding from the child intellectual activity, quickness of perception, accuracy in hearing and reproducing tones, spontaneity and sincerity in expression, and, above all, a lively interest in the subject itself.

We believe that better results are obtained than with the old system, which drilled for the sake of drilling; that the child reads better when desire to know is the stimulating cause of time drill, interval drill, or sight reading.

The principal points emphasized in last year's work were—

- I. Ear training.
- II. Developing the voice.
- III. Developing a rhythmical sense and knowledge of time.
- IV. Developing a practical knowledge of intervals.
- V. Systematic memorizing and written reproduction.

In the high schools an effort has been made to interest the classes in the works of modern American composers as well as in those of the great composers of the past. The work has culminated in the study of Mendelssohn in the third and fourth year classes, many songs being used; also a volume of Mendelssohn's duets. We have sought to increase musical appreciation by giving the classes the occasional opportunity to hear artists, vocal and instrumental, who have kindly offered their services to this end.

In the normal school we have emphasized the study of music in its relation to child life. In this course there has been an extensive study of children's songs, methods of teaching, musical games and devices.

To secure perfect unity of purpose in both white and colored schools, meetings of the music corps are held. At these meetings the work in its general plan and purpose is discussed and individual phases of the work in minute detail. Throughout the year opportunity has been given the associate teachers to observe special lessons by the director and assistant director in charge of the colored schools respectively.

Whatever success the department has won is in large part due to the hearty cooperation and unmeasured service of the associate teachers of music.

Yours very respectfully,

ALYS. E. BENTLEY,
Director.

MR. A. T. STUART,
Superintendent of Schools, Washington, D. C.

REPORT OF PRINCIPAL OF NORMAL SCHOOL.

DEAR SIR: I submit to you the following report of the plan and management of Normal School No. 1 for the year ending June 30, 1901.

The enrollment of the school was 97, 46 of this number receiving diplomas entitling them to positions in the graded schools of the city.

The course of study occupies two years. During the first year the work is academic, and subjects taught in the graded schools—English, arithmetic, history, geography, physiology, botany, zoology, drawing, music, and physical training—are studied, not only for general mental training and information, but also with methods of teaching in mind. Each subject is therefore discussed as to its best adaptations for the schoolroom, and from each subject many lessons are made. These lessons are practiced in the normal recitation rooms and are frequently taught in the schools. They are most often directed toward the lower grades, because in such grades the young teacher begins her professional career, but the kindness of supervisors and teachers has allowed normal students to experiment also, under the direction of training teachers, in grades higher than those of our regular practice department.

During the first year there is much observation, by the class, of teaching. Model lessons of normal-school teachers are discussed, and many lessons of students are used as the basis for analysis and criticism. Each training teacher is teacher of methods in her own subjects, and much work in child study and pedagogy is accomplished by means of such observation and discussion.

The second school year is devoted principally to practice. In addition to the kind of practice indicated as part of the work of the academic year, the students teach ten schools set aside from the regular schools of the city. This practice department includes only lower grades, comprising four first grades and two each of second, third, and fourth grades. Eight of these schools are in the Franklin School building, in which the normal school is housed at present, but two are in the Seaton School building on account of the lack of children suited to primary grades in the locality of the Franklin.

A regularly appointed teacher, called a practice teacher, has charge of each two schools of a grade. Two pupil teachers work together in a school, one as principal and the other as assistant. Each pupil works in at least three grades, serving in each a term of six weeks, beginning

as assistant and being promoted at the end of three weeks to the principalship, with a newly appointed assistant.

As there is only one practice teacher for the supervision of two schools, much responsibility falls upon the pupil teachers both in teaching and in discipline, but they are carefully instructed, advised, and sustained by the teachers responsible for their progress and for the welfare of the children in their schools. The object of this practice is to secure to the normal students the strongest and most independent teaching possible without the sacrifice of children, and this sacrifice is prevented by the wisdom, experience, and conscientious devotion of the practice teachers.

The training teachers have been mentioned in connection with the academic work. There are three of them, who give instruction in subject-matter, train pupils in lesson making and in general school management and discipline, plan with the practice teachers the courses of instruction illustrating their lines of work in the schools, and assist in the general development of the embryo teacher in every way possible.

In addition to these regular training teachers, we may consider as members of our normal corps the instructors in special subjects, who come to us from outside. The heads of the departments of music, of drawing, and of physical training are responsible for and direct the training and practice of the normal students in their lines of work, and thus secure harmony in those lines between the present and the future work of the young teachers.

We tried the plan of giving the practice schools over to pupil teachers of the first-year class during a short period preceding the close of school. During that time the class preparing for graduation accomplished a small amount of formal psychological and pedagogical work, using their experiences in teaching as the basis for the development of general truths. A superficial glance was given to the history of education, showing the work of some of the strongest educational leaders, with the hope of arousing interest for future study along this line.

The kind consideration received by the normal school from the Board of Education during the year has added wonderfully to its working power and efficiency. The committee for normal and high schools has adopted the policy of recommending for this important school a line of higher salaries than heretofore thought necessary, and have thus secured for those in training for the high responsibilities of our profession the advantage of help and instruction by teachers of ability and experience.

The number of practice schools has been increased by two, thus increasing power to teach through greater opportunity to practice.

Added to these acts of thoughtfulness for the welfare of our young

people are numberless others, for which I wish to express through you my appreciation and gratitude.

Mention should be made of the college graduates who have taken advantage of the rule admitting them to the normal school. These pupils have generally been most satisfactory members of the school, and will rank, I think, among Washington's best teachers on account of their broad basis of culture and training.

I thank you for your sympathetic cooperation in our work. Your recognition of our need for new and better accommodations has been so often expressed that a request from me to that end is hardly necessary.

Respectfully yours,

ANNE M. GODING,
Principal.

Mr. A. T. STUART,
Superintendent of Schools, Washington, D. C.

REPORT OF THE DIRECTOR OF HIGH SCHOOLS.

Superintendent A. T. STUART.

MY DEAR SIR: I have the honor to transmit the annual report for the year ending June 30, 1901.

CENTRAL HIGH SCHOOL.

TABLE I.—Total enrollment by years, courses, and sex, 1900-1901.

Year.	Academic.			Scientific.			Technical.			Total.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
First	104	91	195	20	115	135	65	.....	65	189	206	395
Second	51	95	146	20	89	109	34	.....	34	105	181	289
Third	40	53	93	6	57	63	20	.....	20	66	110	176
Fourth	21	39	60	13	38	51	14	.....	14	48	77	125
Total	216	278	494	59	299	358	133	.....	133	408	577	985
Withdrawals	61	71	132	20	54	83	23	.....	23	113	125	238
Total at close of year	155	207	362	39	245	275	110	.....	110	295	452	747
Graduates	19	26	45	9	29	38	12	.....	12	40	55	95

TABLE II.—Showing average enrollment, average attendance, and per cent of attendance.

Month.	Average enrollment.	Average attendance.	Percent.
September	887.9	871.2	98.1
October	973.4	936	96.1
November	914	905.4	95.9
December	930.7	870.3	93.4
January	900	816.3	90.6
February	877	814.6	93
March	861.9	800.3	92.8
April	835.4	782.1	93.3
May	801.4	750.4	93.6
June	769.3	720.9	93.6
Total	899.9	847	94

TABLE III.—Showing number of teachers, average enrollment, whole enrollment, and number of graduates.

Year.	Number of teachers.	Average enrollment.	Total enrollment.	Number of graduates.				Total.
				Third year.		Fourth year.		
				Boys.	Girls.	Boys.	Girls.	
1890-91	36	1,001	1,090	74	131	.....	.....	205
1891-92	37	937	1,025	53	153	.....	.....	206
1892-93	39	778	851	47	101	11	22	181
1893-94	42	835	916	33	100	9	25	167
1894-95	43	894	1,010	36	68	13	42	159
1895-96	42	814	960	1	1	14	42	58
1896-97	44	851	966	.....	.....	31	72	103
1897-98	43	864.5	994	.....	.....	35	58	93
1898-99	43	917.1	1,052	.....	.....	41	66	107
1899-1900	47	991.3	1,126	.....	.....	34	42	76
1900-1901	49	899.9	985	.....	.....	40	55	95

EASTERN HIGH SCHOOL.

TABLE I.—*Total enrollment by years, courses, and sex, 1900-1901.*

Year.	Academic.			Scientific.			Technical.			Total.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
First.....	44	96	140	7	25	32	.....	.....	.....	51	121	172
Second.....	36	51	87	13	23	36	.....	.....	.....	49	74	123
Third.....	24	48	72	7	14	21	.....	.....	.....	31	62	93
Fourth.....	16	33	49	5	16	21	.....	.....	.....	21	49	70
Total.....	120	228	348	32	78	110	.....	.....	.....	152	306	458
Withdrawals.....	17	33	50	1	12	13	.....	.....	.....	18	45	63
Total at close of year.....	103	195	298	31	66	97	.....	.....	.....	134	261	395
Graduates.....	11	31	42	2	11	13	.....	.....	.....	13	42	55

TABLE II.—*Showing average enrollment, average attendance, and per cent of attendance.*

Month.	Average enrollment.	Average attendance.	Per cent.
September.....	428.1	421.6	98.4
October.....	423.8	408.6	96.4
November.....	430.3	415.4	96.5
December.....	419.3	393.2	93.7
January.....	414.1	380.1	91.7
February.....	396.4	373.3	94.1
March.....	407.1	382.7	94
April.....	405.3	378.8	93.4
May.....	399.5	369.2	92.4
June.....	387.4	349.1	90.1
Total.....	411.2	387	94.1

TABLE III.—*Showing number of teachers, average enrollment, whole enrollment, and number of graduates.*

Year.	Number of teachers.	Average enrollment.	Total enrollment.	Number of graduates.				
				Third year.		Fourth year.		Total.
				Boys.	Girls.	Boys.	Girls.	
1890-91.....	7	158	189	.....	.....	.....	.....	.....
1891-92.....	11	239	270	.....	.....	.....	.....	.....
1892-93.....	15	329	386	31	37	.....	.....	68
1893-94.....	17	366	400	29	48	5	6	88
1894-95.....	19	393.2	452	25	31	9	16	81
1895-96.....	21	394.4	467	.....	1	8	23	32
1896-97.....	21	401	453	.....	.....	10	34	44
1897-98.....	21	445	511	.....	.....	18	34	52
1898-99.....	21	468	538	.....	.....	24	36	60
1899-1900.....	22	460.4	532	.....	.....	20	41	61
1900-1901.....	22	411.2	458	.....	.....	13	42	55

WESTERN HIGH SCHOOL.

TABLE I.—*Total enrollment by years, courses, and sex, 1900-1901.*

Year.	Academic.			Scientific.			Technical.			Total.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
First.....	33	26	59	19	55	74	.....	.....	.....	52	81	133
Second.....	24	19	43	17	39	56	.....	.....	.....	41	58	99
Third.....	19	37	56	8	15	23	.....	.....	.....	27	52	79
Fourth.....	19	19	38	14	14	28	.....	.....	.....	33	33	66
Total.....	95	101	196	58	123	181	.....	.....	.....	153	224	377
Withdrawals.....	22	21	43	16	36	52	.....	.....	.....	38	57	95
Total at close of year.....	73	80	153	42	87	129	.....	.....	.....	115	167	282
Graduates.....	16	15	31	9	8	17	.....	.....	.....	25	23	48

WESTERN HIGH SCHOOL—continued.

TABLE II.—*Showing average enrollment, average attendance, and per cent of attendance.*

Month.	Average enrollment.	Average attendance.	Per cent.
September.....	328.8	315.4	95.9
October.....	340.4	327	96
November.....	342.1	326	95.3
December.....	345.5	320.3	92.7
January.....	338	301.9	89.3
February.....	326.7	300.9	92
March.....	317.4	291.2	91.7
April.....	300.6	277.8	92.4
May.....	297.6	276.1	92.7
June.....	285.3	266.8	93.3
Total.....	323	301	93

TABLE III.—*Showing number of teachers, average enrollment, whole enrollment, and number of graduates.*

Year.	Number of teachers.	Average enrollment.	Total enrollment.	Number of graduates.				Total.
				Third year.		Fourth year.		
				Boys.	Girls.	Boys.	Girls.	
1890-91.....	2	56	64					
1891-92.....	4	107	126					
1892-93.....	7	156	173	8	24			32
1893-94.....	10	181	199	12	33	1	5	51
1894-95.....	11	199	226	7	9		10	26
1895-96.....	12	245	281			5	15	20
1896-97.....	14	231	264			5	18	23
1897-98.....	15	290	320			4	25	29
1898-99.....	17	339	404			9	25	34
1899-1900.....	18	342	405			10	15	25
1900-1901.....	19	323	377			25	23	48

BUSINESS HIGH SCHOOL.

TABLE I.—*Total enrollment by years, courses, and sex, 1900-1901.*

Year.	Boys.	Girls.	Total.
First.....	247	317	564
Second.....	63	118	181
Total.....	310	435	745
Withdrawals.....			283
Total at close of year.....			461
Graduates.....	35	73	108

TABLE II.—*Showing average enrollment, average attendance, and per cent of attendance.*

Month.	Average enrollment.	Average attendance.	Per cent.
September.....	686	672	97.9
October.....	680	655	96.3
November.....	663	635	95.8
December.....	636	596	93.3
January.....	613	566	92.3
February.....	582	546	93.9
March.....	552	511	92.7
April.....	540	513	95
May.....	527	491	93.5
June.....	480	440	91.7
Total.....	598	564	94.3

BUSINESS HIGH SCHOOL—continued.

TABLE III.—Showing number of teachers, average enrollment, whole enrollment, and number of graduates.

Year.	Number of teachers.	Average enrollment.	Total enrollment.	Number of graduates.			Average entrance age of first year.
				Boys.	Girls.	Total.	
1890-91.....	8	274	314				
1891-92.....	9	329	368	17	18	35	16.4
1892-93.....	11	359	389	25	25	50	16.3
1893-94.....	12	410	493	32	28	60	16.1
1894-95.....	13	394	497	21	19	40	16.3
1895-96.....	17	421	532	35	36	71	16.5
1896-97.....	19	435	526	34	40	74	16.4
1897-98.....	20	483	601	41	48	89	16.7
1898-99.....	21	491	594	37	64	101	16.6
1899-1900.....	21	527	664	39	58	97	16.5
1900-1901.....	23	598	745	35	73	108	16.2

M STREET HIGH SCHOOL.

TABLE I.—Total enrollment by years, courses, and sex, 1900-1901.

Year.	Academic.			Scientific.			Technical.			Business.			Total.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
First.....	58	156	214	12	52	64	2	.....	2	34	49	83	106	257	363
Second.....	34	96	130	6	53	59	10	.....	10	16	12	28	66	161	227
Third.....	19	46	65	5	20	25	.....	.....	.....	.....	.....	.....	24	66	90
Fourth.....	11	33	44	2	23	25	.....	.....	.....	.....	.....	.....	13	56	69
Total.....	122	331	453	25	148	173	12	.....	12	50	61	111	209	540	749
Withdrawals.....	16	58	74	8	30	38	4	.....	4	15	16	31	43	104	147
Total at close of year.....	106	273	379	17	118	135	8	.....	8	35	45	80	166	436	602
Graduates.....	10	31	41	2	21	23	.....	.....	.....	11	6	17	18	63	81

TABLE II.—Showing average enrollment, average attendance, and per cent of attendance.

Month.	Average enrollment.	Average attendance.	Per cent.
September.....	716.9	705.1	98.3
October.....	718.6	698.5	97.3
November.....	698.9	679.7	97.2
December.....	683	650.3	95.2
January.....	652.3	611.2	93.6
February.....	645.5	618.6	95.8
March.....	634	597.1	94.1
April.....	627	597.5	95.2
May.....	618.3	581.1	93.9
June.....	604	584.4	96.7
Total.....	624	592	95.7

M STREET HIGH SCHOOL—continued.

TABLE III.—*Showing number of teachers, average enrollment, whole enrollment, and number of graduates.*

Year.	Number of teachers.	Average enrollment.	Total enrollment.	Number of graduates.				
				Third year.		Fourth year.		Total.
				Boys.	Girls.	Boys.	Girls.	
1890-91	14	345	376	21	65	.....	.....	86
1891-92	17	364	407	19	50	.....	.....	69
1892-93	18	400	414	29	61	.....	.....	90
1893-94	19	426	460	^a 28	^a 71	.....	.....	^a 99
1894-95	22	550	618	.....	.....	^b 48	^b 83	^b 131
1895-96	21	594	675	.....	.....	^c 20	^c 29	^c 49
1896-97	26	640	736	.....	.....	22	57	79
1897-98	27	593	690	.....	.....	27	76	103
1898-99	29	586	678	.....	.....	26	66	92
1899-1900	31	633	704	.....	.....	35	64	99
1900-1901	31	624	749	.....	.....	18	63	81

^a Prior to 1894-95 graduates included those from second and third year classes.^b Graduates of 1894-95 included those from second, third, and fourth year classes.^c Graduates 1895-96 and succeeding years included those from second and fourth year classes. Second-year graduates are from the business course.

ALL WHITE HIGH SCHOOLS.

TABLE IV.—*Showing enrollment of each white high school for each school year by years, as well as number of graduates each year and number entering college after 1895-96 from each school.*

	1887-88.	1888-89.	^a 1889-90.	^b 1890-91.				
	Central.	Central.	Central.	Central.	Western.	Eastern.	Business.	Total.
First year	519	586	712	465	64	189	308	1,025
Second year	290	465	438	358	.....	.....	.....	358
Third year	188	262	272	267	.....	.....	.....	267
Fourth year .....	.....	.....	.....	.....	.....	.....	.....	.....
Total	997	1,253	1,422	1,090	64	189	308	1,651
Graduates:	.....	.....	.....	.....	.....	.....	.....	.....
Second year .....	.....	.....	.....	.....	.....	.....	.....	.....
Third year	207	222	289	205	.....	.....	.....	205
Fourth year .....	.....	.....	.....	.....	.....	.....	.....	.....
Entering college .....	.....	.....	.....	.....	.....	.....	.....	.....

	1891-92.					1892-93.					1893-94.				
	Central.	Western.	Eastern.	Business.	Total.	Central.	Western.	Eastern.	Business.	Total.	Central.	Western.	Eastern.	Business.	Total.
First year	447	81	175	281	984	385	68	184	303	940	400	87	185	344	1,016
Second year	206	45	95	84	520	251	69	119	85	521	265	49	117	132	563
Third year	282	.....	.....	.....	282	172	36	83	.....	291	190	56	82	.....	328
Fourth year .....	.....	.....	.....	.....	43	.....	.....	.....	43	43	61	7	16	.....	84
Total	1,025	126	270	365	1,786	851	173	386	388	1,798	916	199	400	476	1,991
Graduates:	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Second year .....	.....	.....	.....	35	35	.....	.....	.....	50	50	.....	.....	.....	60	60
Third year	206	.....	.....	.....	206	149	32	68	.....	249	133	45	77	.....	255
Fourth year .....	.....	.....	.....	.....	.....	^c 33	.....	.....	.....	^c 33	34	^c 6	^c 11	.....	51
Entering college .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

^a Prior to that time graduating classes from Central included second-year graduates from business course.^b Branch schools established September, 1890.^c First voluntary graduating fourth-year class.

ALL WHITE HIGH SCHOOLS—continued.

TABLE IV.—Showing enrollment of each white high school for each school year by years, as well as number of graduates each year, etc.—Continued.

Year.	1894-95.					1895-96. ^d					1896-97.				
	Central.	Western.	Eastern.	Business.	Total.	Central.	Western.	Eastern.	Business.	Total.	Central.	Western.	Eastern.	Business.	Total.
First year	455	96	208	324	1,083	397	125	214	372	1,108	406	103	173	376	1,058
Second year	302	67	119	155	643	275	72	133	145	625	251	81	133	140	605
Third year	173	41	89	.....	303	195	57	72	.....	324	178	47	99	.....	324
Fourth year	80	22	36	.....	138	^d 93	27	48	.....	168	131	36	48	.....	215
Total	1,010	226	452	479	2,167	960	281	467	517	2,225	966	267	453	516	2,202
Graduates:															
Second year .....	.....	.....	.....	40	40	.....	.....	.....	71	71	.....	.....	.....	74	74
Third year	104	16	56	.....	176	^e 2	.....	.....	.....	.....	.....	.....	.....	.....	.....
Fourth year	55	10	25	.....	90	56	20	31	.....	107	103	23	44	.....	170
Entering college .....	.....	.....	.....	.....	.....	19	8	10	.....	37	20	3	9	.....	32

Year.	1897-98.					1898-99.					1899-1900.				
	Central.	Western.	Eastern.	Business.	Total.	Central.	Western.	Eastern.	Business.	Total.	Central.	Western.	Eastern.	Business.	Total.
First year	453	149	295	390	1,197	475	189	249	416	1,329	524	137	184	414	1,279
Second year	240	60	131	169	600	307	115	116	171	709	315	129	139	226	809
Third year	177	60	87	.....	324	138	46	98	.....	282	184	81	92	.....	357
Fourth year	124	41	63	.....	228	132	50	75	.....	257	100	36	81	.....	217
Total	994	310	486	559	2,349	1,052	400	538	587	2,577	1,123	403	496	640	2,662
Graduates:															
Second year .....	.....	.....	.....	89	89	.....	.....	.....	101	101	.....	.....	.....	.....	.....
Third year .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Fourth year	93	27	52	.....	172	107	34	60	.....	201	.....	.....	.....	.....	.....
Entering college	20	8	15	.....	43	22	8	20	.....	50	.....	.....	.....	.....	.....

^d First compulsory graduating fourth-year class from all academic high schools (1895-96).^e Irregular.TABLE V.—Showing enrollment in all white academic high schools by classes and the number of graduates, Central to 1889-90, inclusive; all together thereafter. ^a

Year.	Class.					Graduates.		College.
	First year.	Second year.	Third year.	Fourth year.	Total.	Third year.	Fourth year.	
1887-88	519	290	188	.....	997	^b 207	.....	.....
1888-89	586	405	262	.....	1,253	^b 222	.....	.....
1889-90	712	438	272	.....	1,422	^b 289	.....	.....
1890-91	718	358	267	.....	1,343	^b 205	.....	.....
1891-92	703	436	282	.....	1,421	206	.....	.....
1892-93	637	439	291	^c 43	1,410	249	33	.....
1893-94	672	431	328	84	1,515	255	51	.....
1894-95	759	488	303	138	1,688	176	90	.....
1895-96	736	480	324	^d 168	1,708	3	107	37
1896-97	682	465	324	215	1,686	.....	170	32
1897-98	807	431	324	228	1,790	.....	172	43
1898-99	913	538	282	257	1,990	.....	201	50
1899-1900	865	583	357	217	2,022	.....	.....	.....

^a Branch schools established September, 1890.^b Includes second-year graduates of business course.^c First voluntary fourth-year class.^d First compulsory fourth-year class.

BUSINESS HIGH SCHOOL.

TABLE VI.—Showing enrollment in Business High School by classes and the number of graduates from 1890 to 1900.

Year.	Class.			Graduates.
	First year.	Second year.	Total.	
1890-91	308		308	
1891-92	281	84	365	35
1892-93	303	85	388	56
1893-94	341	132	476	60
1894-95	324	155	479	40
1895-96	372	145	517	71
1896-97	376	140	516	74
1897-98	390	169	559	85
1898-99	416	171	587	101
1899-1900	414	226	640	

WHITE HIGH SCHOOLS.

TABLE VII.—Showing enrollment for all white academic high schools from first year to graduation, Central to 1893, inclusive; all together thereafter. ^a

Graduates.	Class enrollment.						College.
	First year.	Second year.	Third year.	Fourth year.	Graduates.		
					Third year.	Fourth year.	
1890.	519	405	272		b 289		
1891.	586	438	267		b 205		
1892.	712	558	282		206		
1893.				c 43			
1893.	718	436	291		249		33
1894.				84			51
1894.	703	439	328		255		
1895.				138			90
1895.	637	431	303		176		
1896.				d 168		107	37
1897.	672	488	324	215		170	32
1898.	759	480	324	228		172	43
1899.	736	465	324	257		201	50
1900.	682	431	282	217			

^a Branch schools established September, 1890.^b Includes second-year graduates of business course.^c First voluntary fourth-year class.^d First compulsory fourth-year class.TABLE VIII.—Showing per cent of survival for all white academic high schools from first year to graduation, Central to 1893, inclusive; all together thereafter. ^a

Graduates.	Per cent of the immediate preceding class reaching class designated.					Per cent of original first-year class reaching class designated.				
	Second year.	Third year.	Fourth year.	Graduates.		Second year.	Third year.	Fourth year.	Graduates.	
				Third year.	Fourth year.				Third year.	Fourth year.
1890										
1891										
1892	50.28	78.77		73.03		50.28	39.61		28.93	
1893			15.25		76.74			6.04		4.63
1893	60.72	66.74		85.57		60.72	40.53		34.68	
1894			28.87		60.71			11.70		7.10
1894	62.44	74.71		77.74		62.44	46.66		36.27	
1895			42.07		65.21			19.63		12.80
1895	67.66	70.30		58.08		67.66	47.57		27.63	
1896			55.44		63.69	34.58		26.37		16.80
1897	72.62	66.40	66.36		79.07	18.82	72.62	48.21	32	25.30
1898	63.24	67.50	70.37		75.44	24.88	63.24	42.69	30.04	22.66
1899	63.18	69.68	79.32		78.21	24.88	63.18	44.02	34.92	27.31
1900	63.20	65.43	76.95				63.20	41.35	31.82	

^a Branch schools established September, 1890.

BUSINESS HIGH SCHOOL.

TABLE IX.—*Showing enrollment and per cent of survival for the Business High School from first year to graduation.*

Graduates.	Class enrollment.			Percent of the immediate preceding class reaching class designated.		Percent of original first-year class reaching class designated.	
	First year.	Second year.	Graduates.	Second year.	Graduates.	Second year.	Graduates.
1892.....	308	84	35	27.27	41.67	27.27	11.36
1893.....	281	85	50	30.25	58.82	30.25	17.79
1894.....	303	132	60	43.56	45.45	43.56	19.80
1895.....	344	155	40	45.01	25.81	45.01	11.63
1896.....	324	145	71	44.75	48.96	44.75	21.91
1897.....	372	140	74	37.63	52.86	37.63	19.89
1898.....	376	169	89	44.95	52.66	44.95	23.67
1899.....	390	171	101	43.85	59.06	43.85	25.90
1900.....	416	226	97	54.33	.....	54.33	.....
1901.....	564	181	108	.....	.....	.....	.....

NOTES FROM THE STATISTICS.

In the academic white schools there have been during the past ten years 6,724 pupils who have received the instruction of the first-year class, 4,365 of the second year, 2,997 of the third year, and 1,350 of the fourth or graduating class. This means that but 20 per cent of those entering the high schools are able to complete a four years' course. In the Business High School, with a two years' course, there have been during the past ten years 3,678 pupils in the first-year class and 1,408 in the second or graduating class, which shows that 38 per cent of the entering class are able to complete the course. These facts effectively establish the claim that the high schools must not be estimated by the number of graduates, but by the total number of students under instruction. Students who remain in the schools but one, two, or three years are given training which is of much value. The records show within the past ten years an enrollment in the academic and business schools (white) of 10,404, while the number of graduates is but 2,758. If, as it is claimed, all schooling is a betterment for the community and for the individual, the simplest statement of how great that betterment is that these schools have given in ten years an equivalent of one year's development in character and intellect to 20,524 students. This of course is not the enrollment, nor is it the length of time that studies have been pursued, but this presentation makes perhaps the clearest showing of the work done by the schools.

Occasionally a fear is expressed that the high school is merely a fitting school for college and that courses of study are dictated by the needs of colleges and universities. It is clearly shown in this report that there is no dominance of the preparatory idea here in the District of Columbia, the several courses and numerous electives being so

arranged as to give complete freedom from this idea to those who desire it. How small a factor college preparation really is may be shown by the statement that of the number of pupils entering the academic schools but 5.75 per cent go to college. It should be understood that in making this computation the large enrollment of the Business High School is entirely disregarded. Were these figures included, the per cent naturally would be reduced still lower. The somewhat trite statement that the high school is the people's college is true here. The fact is recognized and the conditions are met by a broad course of study and by instruction, planned to meet the varying needs of a great body of far from homogeneous students.

Courses of study outlined.

Year.	Academic.	Scientific.	Technical, ^a	Business.
First.	English. History. Algebra. Latin.	English. History. Algebra. German or French.	English. German. Algebra. Manual Training. Drawing.	English. Business Arithmetic. Bookkeeping. Penmanship. Shorthand. <i>Typewriting or Mechanical Drawing.</i>
Second.	English. English History. <i>Greek.</i> Geometry. Latin. Physics or Chemistry.	English. English History. Geometry. German or French. Physics or Chemistry.	English. German. Physics. Geometry. Manual Training. Drawing.	English. Business Arithmetic. Bookkeeping Commercial Law. Commercial Geography. Shorthand. Typewriting.
Third.	English. Latin. <i>French.</i> German. <i>Greek.</i> <i>Biology or Advanced Chemistry or Advanced Physics.</i> <i>Political Economy.</i> <i>Solid Geometry.</i> <i>Trigonometry and Surveying or History.</i>	English. German or French. <i>Biology or Advanced Chemistry or Advanced Physics.</i> <i>French.</i> <i>Political Economy.</i> <i>Solid Geometry.</i> <i>Trigonometry and Surveying or History.</i>	English. <i>French or German.</i> <i>Physics or Chemistry.</i> Manual Training. Drawing. <i>Solid Geometry.</i> <i>Trigonometry and Surveying.</i>	Each year of this course is complete in itself.
Fourth.	English. Latin. <i>Advanced Biology or Chemistry and Mineralogy or Physics.</i> <i>Greek.</i> <i>History or Analytical Geometry and College Algebra.</i> <i>French.</i> <i>German.</i> <i>Spanish.</i>	English. German or French. <i>Advanced Biology or Chemistry and Mineralogy or Physics.</i> <i>History or Analytical Geometry and College Algebra.</i> <i>French.</i> <i>Spanish.</i>	English. Manual Training. Drawing. <i>French or German.</i> <i>Physics or Chemistry.</i> <i>Analytical Geometry and College Algebra.</i> <i>Spanish.</i>	Students of the second year may substitute an equivalent amount of work in other subjects for Bookkeeping or for Shorthand.

^aThis course does not prepare for the normal school.

Elective studies are printed in *italics*; all others are prescribed.

A general exercise in music is optional, except for normal-school candidates, for whom it is prescribed. Spelling is prescribed for all students.

Drawing is prescribed for all pupils of the first and second years, also for normal-school candidates throughout the course.

Candidates for diplomas must pursue all the prescribed studies, and at least four studies in every year. Students who from any cause fail to meet this requirement are enrolled as "unclassified," and can not graduate until the prescribed work is satisfactorily made up.

But four major studies may be taken in the academic and scientific courses.

Pupils who desire to prepare for college should make special arrangement of their courses with the principal.

COURSE OF STUDY.

In making a report upon the curriculum it is not considered necessary or desirable to follow the method of past years of discussing every subject included in the program. It is the intention of those controlling this matter to make the curriculum broad and elastic, in order that there may be under it opportunity to train diverse capacities and to realize widely varying aspirations. There is perhaps a common list of secondary studies, whether of a disciplinary, cultural, or informational character, which should be included in the education of every high-school student. This fact is recognized and the common need met by a considerable number of prescribed studies in all the courses. The danger, too, of unwise selection from the elective studies, which are offered with some freedom in the third and fourth years of the academic school, is recognized and counterbalanced by restrictions which are applied at the discretion of the various principals. If the high school is to be of the utmost value in the community, if it is to render the most help to citizens who wish to educate their sons and daughters, it must recognize that it can not have a single or limited purpose. It can not be a "fitting school" only, while it certainly should be required to fit the relatively small groups of pupils in each school who desire preparation for college. It can not be an adjunct to the normal school and give only such specialized instruction as would best qualify students who are ultimately to become teachers, yet the high school must recognize that 190 of its graduates are being trained each year by the normal schools for the profession of teaching. The high school can not ignore the large numbers who desire to enter business life at the earliest possible opportunity. It must provide a specialized course which will be adequate to meet this desire. There are groups of students, in addition to those who know definitely that they are to become teachers, enter business life, or to go to college or technical school, who desire an "all round education," one that will develop the greatest power, the most resource. Varying conditions, conflicting purposes, widely differing prospects on the part of students have dictated an elastic curriculum. The courses have been numerous, the choice of electives for the advanced student broad and helpful—the result, as it has been written in the story of the graduates of the school, as it is recorded in the files showing their "occupation and success in life," is encouraging.

Without doubt courses of study should be made to achieve a definite purpose under given conditions. If there is wise judgment in the conception of the purpose, if there is a liberal and catholic idea of what the high school should be, if there is wisdom in the analysis of the conditions, there will be no standing still, no stagnation from year to year. With a change of conditions naturally there will be a change

of method to achieve the same ideals. Even if the standards do not change, the plans to achieve them under new circumstances may need modification. As a result of confessed inability of high-school pupils to spell, spelling was added to the list of studies (during the past year) and much emphasis given to it, with the result that proportionate interest has been roused among the pupils and a sensitiveness to bad spelling has been engendered. There have been other conditions which have demanded a change in the course of study. Perhaps it will be sufficient, therefore, to limit this report to modifications of the curriculum which have been made during the year.

GEOGRAPHY.

Among the pupils of the first-year class a singular ignorance of place geography was found, extending even to the cities of the United States which are great centers of trade, to the ports of the Atlantic seaboard, the Gulf, and the Pacific coast, through which the great staples are sent out to foreign countries. This ignorance is coupled with a like lack of knowledge of the products, industries, and commerce of the United States. The "corn belt," "cotton States," "wheat region," are but vague notions. Coal, iron, oil, are terms which have but little signification in their connection with the nation's wealth and commerce. What is true of the lamentable ignorance on the part of pupils of the geography of the United States is more profoundly true with relation to our colonial possessions, Great Britain, and Germany, while with relation to the East the ignorance and misconception are almost incredible.

The introduction of geography in the first year of the Business High School is already authorized. It will be possible, without doubt, by means of an enthusiastic presentation of this subject once a week throughout the school year to implant a taste for this study and such a knowledge of the industries and commerce of the United States as is necessary to the intelligent study, in the second year of this school, of the world's trade. It is to be regretted, however, that the short two-year course of the Business High School should be burdened with the teaching of spelling and geography, except as incidental to other subjects. The time is all too short in which to secure the discipline and special knowledge which this institution should properly be charged with giving. It is to be regretted, too, that in the academic and scientific courses pupils will nowhere find adequate opportunity to repair this ignorance of geography. The classics, science, and modern languages furnish some openings for the incidental teaching of this subject, but the sum total of knowledge gathered in this way through all the studies of the curriculum is deplorably small.

This regret is voiced because of the belief that there is within this subject a splendid chance to quicken the Americanism of the pupils of the public schools. For a boy or girl to know the resources of this

great country, to know the centers of trade the world over, and the vast volume of the world's commerce, is to be in possession of good knowledge—knowledge which should make keener citizens, stronger men and women.

ENGLISH.

The English work of the high schools has followed the plan laid down in the last report, but supervision has shown the need for a few changes in texts and a slight rearrangement in the order of presentation. The Flight of a Tartar Tribe, which came in the first quarter of the first year, proved to be so difficult in point of vocabulary and so remote from the ordinary interests of the student as to emphasize the difficulty of the change from the eighth grade to the high school. It seemed best to find something simpler in vocabulary, more closely related in interest to the pupil's experience, which should yet provide material for the study of structure planned for the first quarter. Parkman's Defeat of Braddock was finally chosen for this work.

In the second year Macaulay's Essay on Lord Clive was selected in order that at the beginning of the year the pupils may have in their possession an example of clear structure and vigorous expression. With this as a basis, the principles of the first year are reviewed and emphasized and the study of exposition and argument begun. The purpose of this work is not to enable the pupil to prepare for formal debate upon great questions, but to teach him the simple principles of reasoning and to develop the power to apply these principles to the practical affairs of his life, such as his laboratory work, his study of history and literature, his choice of one study rather than another, his reasons for believing in football, etc. He is also led to apply the laws of reasoning to propositions concerning subjects of popular interest in the city, as the needs for a cross-town car line, the necessity for a new Business High School, the need for a gymnasium at the Central or Eastern School. The more formal work of argument based on the study of Burke's Conciliation has been transferred to the fourth year. The value of these changes can only be determined by most careful comparison of the work of this year with that of previous years, all conditions being considered.

In the department as a whole the effort is being more and more strongly made to increase the value of what may be called applied English, and results seem to warrant the report "progress made."

BUSINESS HIGH SCHOOL.

The success of this school within the comparatively narrow lines upon which it is conducted warrants the repetition of recommendations heretofore made for the extension and stiffening of the course of study. It is true that Washington can lay no claim to being a great commer-

cial city, nor can it offer to those trained for business the variety and quantity of opportunities for employment that exist in other American cities of like population. This very fact is sufficient cause for the establishment of an institution with an elastic curriculum, offering to the great mass of students instruction both of a general and specific character. With the existing plan students of an average age of 18 graduate after two years with a competent knowledge of elementary bookkeeping, business practice, applied arithmetic, shorthand, typewriting, penmanship, commercial history and geography, and commercial law. In addition to the regular course a shorter course has recently been opened for pupils who have done at least three years of successful general high-school work. This policy of extension should, without doubt, be continued. It must be if the conditions of the District of Columbia are to determine, as they should, the character of public education. While from the 700 now enrolled the proportion of students demanding more than is now taught is small, there is yet an appreciable number of students who are anxious to secure, together with their specialized business training, more general development; there are others, too, who demand a wider field of business studies. As a response to these demands there should be established, certainly as soon as the completion of the new building, an elective third year and within a year thereafter an elective fourth year. It would then be possible to add for those desiring it more of the developing subjects, possibly a few of the culture studies; but above all, and what is of the utmost importance in a commercial school, it would allow stronger business training. In this four years course there should be more English, more mathematics and science, certainly a liberal choice of modern languages, all work in business practice and accounting should be broadened, and as electives there should be opportunity for the study of products and industries and the great problems of administration and transportation. It is not believed that this expansion should result in the practical abolition of the present two years' course. On the contrary, this course is without doubt destined for some time to come to be the one which will most nearly satisfy the abilities and ambitions of the majority of the students who attend this school, but at the very beginning such increased opportunities as may be offered will be eagerly accepted by groups that the present limited curriculum has never been able to satisfy.

The regular work of the Business High School has proceeded so closely along the lines of the preceding year that a detailed report would contain much useless repetition. Hence only the changes in the course or events peculiar to the year will be referred to.

Spelling.—Spelling has been taught for one hour a week from the prescribed spelling book, and in addition the usual effort has been made to exact correct spelling in each subject. Weekly and quarterly tests have shown steady improvement in both spelling-book words and

those in current use. Perhaps the most desirable result of such teaching has been to emphasize spelling in the minds of students and to give it the importance which it demands in a business school.

APPLIED ARITHMETIC.

Business arithmetic.—A new course in business arithmetic has been thoroughly tested this year. Instead of following a text-book, the idea has been to coordinate arithmetic with business transactions so as to give the pupil an insight into business life in connection with mathematical drill. Such a course, which corresponds to the "business practice" of the commercial college, is especially valuable to those students who, after taking but one year of bookkeeping, specialize in shorthand in their second year.

In the second-year course of the Business High School drill is continued in the fundamental processes of numbers, but the work is closely correlated with actual business conditions, with the main purpose of adding largely to the pupil's knowledge of business forms and of modern business practice and system and of developing qualities of independent thought and businesslike action.

A brief practical review of first-year work is followed by a course in such business forms and papers as offer business problems in a condensed and tabulated form.

The pupil prepares price lists, market and grocer's order books, drawing up the bills from them, furniture bills, wholesale and retail invoices, and sales sheets. He secures forms and blanks from business houses and, by comparison and discussion, discovers the essentials of form and heading. He prepares original bills, acting either as customer or dealer, and "checks up" those of other pupils. He learns how to handle various terms of payment and discount and properly to receipt bills. Finally, he is called upon to design a bill for some particular purpose and to illustrate its use. From this work he passes naturally to marking goods, calculating prices from invoices, and making out marking tags and price lists.

The knowledge gained in the handling of invoices enables the pupil to master the next step—commission forms—and to grasp the business relations of parties to commission transactions.

Attention is then directed to such forms as give an elementary knowledge of business system and organization, including warehouse records, pay rolls, time books, supply books, stock requisitions, inventories, etc. In connection with this work original problems similar to the following are assigned to a class or to individual pupils:

Problem 67.—Design a time book and pay roll, giving names and number of employees, time per day, rate of wages, totals, deductions, amounts due, remarks, signatures. Fill out for the present month and draw up checks.

Problem 70.—You are placed in charge of the supplies of stationery, etc., used in a large business office. Design a weekly record sheet to show quantity of each class of articles received and quantities passed out on requisition each day. Fill out for one week.

Finally, the pupil is led to the consideration of money settlements and to the general application of the principles of interest to business conditions. He calculates the interest on actual accounts, notes, and drafts, discounts commercial paper, and equates accounts. Attention is also directed to the principle of the card index as applied to the record forms considered during the year.

In the latter part of the year individual problems in estimating and business practice are assigned for original work outside of class. The pupil is thrown on his own responsibility. He must plan his work, select materials, obtain information as to prices and terms from responsible parties, and prepare diagrams, business forms, and statements to explain his work. A few illustrative problems follow.

Problem 14.—Design a small booth for a food exposition. Estimate the quantity of materials required and the cost.

Problem 88 a.—Prepare a four-place tax table for a rate of 15 mills.

Problem 75.—A musical entertainment is to be given in the drill hall. Experiment and decide on the best arrangement for seats and platform. Report on the arrangement that will accommodate the greatest number of people to advantage. Submit plans and seat diagrams. Design system of lettering tickets, etc.

Problem 2.—You are to leave Washington March 23 for a tour of the following places, to look after business interests: Boston, Albany, Chicago, Milwaukee, Cleveland, Memphis, Des Moines, Savannah, Charleston (S. C.), Wheeling. Submit report showing detailed plan of route selected, provisional time-table, and detailed estimate of traveling expenses. Plan for at least ten business hours in Boston, Chicago, and Cleveland, eight hours in Milwaukee, and six hours in the other cities.

Problem 3.—You intend to open an office as stenographer and typewriter. You secure office room free in return for services. Estimate the cost of your complete outfit. Write out a business card. Prepare detailed statement of costs.

Problem 57.—Compare the first cost and the monthly running expenses of a one-horse delivery outfit and of an automobile of same size. Compare delivery capacity per day. Report in detail.

Other problems call for the preparation of working tables, railway schedules, designs for record forms, etc.

In the course, as a whole, the pupil solves more practical business arithmetic problems than can be given in the same time in the form of book problems. He learns how to select from a large number of

values those essential to a required solution. In complicated calculations he summarizes and tabulates results and prepares statements. As a rule, his interest is stimulated and he learns to feel a responsibility for the results he obtains. Moreover, in his search for information he is brought in contact with business men and must learn to meet business conditions as they actually exist.

With the growth and development of commercial education and the future broadening of the curriculum of our own school there are opportunities for the development of this course along many lines. Certain of these at once suggest themselves—

1. Problems involving a study of the elementary principles of finance.
2. Business working tables—interest, insurance, etc.
3. Statistics—business and commercial. Work in this line should be closely correlated to the work in commercial geography.
4. Statistical study of the books of record of a business, to be correlated with work in higher accounting.
5. Business organization and system, developed on a basis of sound mathematics and accounting.
6. Cost keeping, the great problem of the manufacturer.
7. Transportation, a world-wide problem.

This work, offering exceptional opportunities for sound reasoning and for the acquirement of a safe foundation of broad knowledge, requires, however, maturer minds and can be given to advantage only with an increase in the number of years of the course.

BUSINESS ENGLISH.

The pupil who would excel in any subject requiring expression of thought, either spoken or written, must have at his command the proper terms and must also know the best and most effective means of using these terms. This efficiency can be gained only by careful, systematic study and constant practice. The aim of the school is, therefore, so to graduate the work that this thorough knowledge may be acquired and the pupil really become master of a clear method of thought and expression. With this intention the work begins in the first year with a careful study of the paragraph as a unit of thought and the sentence as the means of its development. This includes a study of the elements of the sentence, their position, and their proper connection and subordination in the sentence; also a similar study of the sentence in the paragraph, emphasis being given always to clearness and force of expression. Here, also, punctuation is carefully reviewed, as the pupil is almost daily required to do written work.

Types of the paragraph are next considered—i. e., narrative, descriptive, argumentative, and expository—each being analyzed for development of topic and selection and arrangement of thought. From the

paragraph as a unit the study is extended to the larger units of composition, beginning with narration.

Description is studied in a similar manner, objects, persons, and places being the subjects for description. Here comparison and contrast are taught, and clearness and force of structure are always considered the standard of excellence.

The work of the fourth quarter, a course in business letter writing, is apparently more clearly adapted to a business school than that already pursued, yet it is believed that the previous training is a necessity to secure good business letter writing. The series of letters begins with brief notes of application and letters of introduction, and is followed by a series of business letters on real estate, railroad business, and mercantile affairs, the latter including orders for goods, invoices, bills, complaints, and letters explaining contested points in business relations. In all these exercises the form and execution are first considered, then the body of the letter is criticised for logical arrangement and clearness of expression. This work is supplemented in the first year by similar letters dictated to the shorthand classes and transcribed in typewriting.

During the first part of the second year, from the works of Shakespeare as a basis, the principles taught in the first year are reviewed, much time being given to the manner of expression, so that the pupil besides being able to express himself clearly may obtain some degree of force. In this study the fundamental principles of argumentation are taught, and later, from Burke's Conciliation with the Colonies, as a sample of argumentative discourse, a more thorough and technical study of the subject is pursued. This work is especially beneficial, since its immediate aim is to give the ability to reason logically, in which not only the average school boy but many far beyond the age of schooling are deficient.

In the latter part of the year the course which gives the special English training of the business school is taken up. This includes—

1. A series of letters, involving business questions, by which the ability to write good letters, gained by the pupil in the first year, is tested and strengthened.

2. A series of letters incorporating descriptions of lost articles for identification, descriptions of persons for identification, and descriptions applied to specifications for work to be done.

3. A series of papers, including the narration of some simple process, actually accomplished by the pupil himself, such as the construction of a simple bookcase or stool, or the making of bread or cake, and the narration of a more complex process witnessed by the pupil, such as the manufacture of paper or the manufacture of ice by the Hygienic Ice Company.

4. In addition to the above exercises, pupils have used the power

to make plans, which has been developed by the drill of the English classes, to their work in applied arithmetic, arranging long business trips, using their reasoning power in the selection of one route rather than another, and in timing their arrival at certain cities to meet proper business conditions. They have interviewed prominent business men and put the results in shape for publication. In fact, they have covered in their exercises business forms from the sending of a telegram to the presentation of a carefully reasoned petition for a new high school building. This work is of such a nature that absolute accuracy in expression is indispensable; thus it forms an excellent test of the ability gained by the pupil from his previous training and forms a fitting climax for the course of study which is to prepare him for actual service in the business world. The written work which is required throughout the year affords ample opportunity for the teaching of spelling, grammar, and punctuation—points important for success in every calling.

EXHIBIT OF SCHOOL WORK.

An exhibit of school work was held in May. As most of the work of the Business High School is capable of concrete illustration, a very complete showing was made, although the time spent in preparation was short and the interruption of regular work slight. The effect of this exhibit was twofold: it familiarized the public—particularly business men, parents, and teachers—with methods and results of the school, and it served to test the ideals and standards of the school, thus stimulating and improving the teaching.

GROWTH OF THE BUSINESS HIGH SCHOOL.

Building accommodations.—The full appreciation of the need of the school for a new building shown by school officials, the Board of Education, and the District Commissioners renders it unnecessary again to call attention to building accommodations, except to note that the growth of the school has crowded the classes in mechanical drawing from their room in order that it may be used as a class room, and that the proximity of the newly erected Census building deprives first-floor rooms of needed light and air.

From its establishment in the Thomson building on Twelfth street, in 1890, the problem has been to accommodate pupils who have in annually increasing numbers applied for admission. The school outgrew the Thomson building in one year. In another year it outgrew all available space in the Franklin building. By utilizing basement rooms and assembly hall as class rooms it was enabled to remain three years in the more commodious Miner School building. In 1895 the school was removed to the old District building, which, although enlarged in the summer of 1897, is now inadequate.

Whether the school be judged by value to education broadly or as a special means of increasing business knowledge, it has surpassed the

expectations of the committee which ten years ago drafted the resolution creating it. Perhaps the chief reason for this is that the school is admirably adapted to the needs of the city. The Swiss schools for watchmaking are commended as a happy coordination of education and industrial needs. In a like manner a business school in a city so pre-eminently clerical as Washington can not fail to be largely useful to the community. In addition the Business High School is prolonging the years of study of some hundreds of boys and girls. It is undeniable that before the establishment of the school many bright students upon completing the eighth grade failed to continue their schooling for want of opportunities suited to their ambitions. By many such pupils the benefits of the school are so strongly appreciated that they now seek one or two years of added education, leaving, whether as graduates or not, with increased power.

Progress of the school.—The school has steadily improved in attendance and efficiency since its establishment. The present enrollment is approximately 700. The last graduating class numbered 108. The success and spirit of the school are well set forth in Commissioner Macfarland's address on commencement day, in which he says:

The Business High School has a high place in my regard. It was the first of the high schools that I visited before I was Commissioner, and the favorable opinion I then formed of its work has been greatly strengthened by closer and more careful observations since I became officially connected with the public-school system. It is not simply that the work is what we call practical. It is not simply because it directly fits young men and young women for business life, but because of the honesty, the thoroughness, and the regard for larger culture with which it is carried on. Merely to turn out money-making machines might be valuable in one sense, but it would fall very far short of what your faculty and the graduates have taught this community to expect from a business high school.

As the chief test of a school is in the success of its graduates, care has been taken during the past year to trace the members of the last graduating class and to obtain statistics relating to members of the alumni society.

MARCH 26, 1901.

BUSINESS HIGH SCHOOL ALUMNI ASSOCIATION.

[Data obtained from report of secretary.]

1. Average salaries of members:	
1. Girls (monthly)	\$37.55
2. Boys (monthly)	53.17
2. Employment of members:	
1. Stenographers—	
Girls	48
Boys	40
	88
2. Bookkeepers—	
Girls	11
Boys	19
	30

2. Employment of members—Continued.

3. Clerks—

Girls	11
Boys	22
	<hr/> 33

4. Independent business—

Lawyers, boys	6
Physicians, boys	2
Newspaper workers, boys	2
Miscellaneous—	
Girls	3
Boys	11
	<hr/> 24

5. Housework, girls—

Married	2
Unmarried	10
	<hr/> 12

6. Students, boys..... 7

7. Unemployed, boys..... 2

Total membership.....	196
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DEDUCTIONS FROM THE RECORDS OF THE BUSINESS HIGH SCHOOL ALUMNI ASSOCIATION.

As the Business High School was established in 1891 the first graduating class was naturally a small one, but, with scarcely an exception, its members are now, in the broad sense of the term, successful. These early graduates of the school have had a greater opportunity in point of time than those of more recent date to demonstrate the value of their education. Many are in business for themselves, while those who are employed by others hold positions of trust and responsibility. Among them we find men in banks and railroads and in the offices of insurance, real estate, and trust companies. Some, too, are lawyers, and others are employed by the Government. One of these has charge of the drawings for battle ships and cruisers built by the Government, and all, in the judgment of business men, are doing remarkably good work.

As an example of the record of the class of 1892, a young lawyer, who has been retained by the Government in the case in connection with the Potomac flats, may be cited. His success at the age of 25 is remarkable. Still another of this class occupies a prominent position with the Missouri Pacific Railroad.

The graduates of this school, as the Alumni Association records show, are in every walk of life, and the letters of commendation received from prominent men from all sections of the city are gratifying in the extreme to the school authorities and to the officers of the association. One of the strongest features of the Alumni Association is the employment feature, of inestimable value to the members of each new graduating class. To be effective it must be cordially supported by those graduates who are influential in the business world.

These last are so sure of the school's training that they do not hesitate to recommend the new graduates.

The Business High School fills a need of this particular city, for Washington is in no sense a manufacturing or commercial city, but a center of all sorts of clerical work. The school supplies to our business and professional men clerks who are intelligent, carefully trained, and thoroughly trustworthy. To show that this statement is conservative it is necessary merely to quote the records which show that not one of the men of the Alumni Association and but one or two of the young women are unemployed. Even at first this employment brings in not a beggarly salary, but a fair compensation, averaging \$53 for men and \$38 for women per month.

COLORED HIGH SCHOOL.

The change in the government of the public schools of the District of Columbia which took effect July 1, 1900, brought this school for the first time in its history under the supervision of the director of high schools. Its teachers, earnest in their work at all times under the old conditions, have not been less zealous under the new. Indeed, it is natural that this closer union of white and colored should inspire both teachers and pupils with a purpose to work harder to maintain and to raise, if possible, the standard of the school in all its activities.

THE CURRICULUM.

At the beginning of the school year the Board of Education granted a request for a modification of the curriculum of the school adapted to the needs of its pupils. By this change physics was made compulsory for all second year classes and chemistry for all third year students, while the fourth year class was allowed a general review of arithmetic during the last two quarters of the year. The recommendation for this variation from the course of study as outlined for the high schools of the city was made because it was believed that it better meets the needs of the pupils of the M-street school—many of whom must go to places outside the District of Columbia as teachers—that they should know something of both these sciences rather than that they should take two or three years of the one to the exclusion of the other. Graduates of this school who are called to the towns and cities of the South to teach must know how to do many things and be able to teach many subjects.

It is the testimony of the principal and teachers of this school that few colored boys and girls of high-school grade have any one at home to give them help in making their selection of subjects in a course largely elective. The majority must depend on themselves for this important work. A narrower choice and expert and sympathetic teacher advice in selecting electives are giving general satisfaction. The arithmetic is given because the candidates for the normal school

need it. It has helped them greatly in their examinations, while those who are not candidates have uniformly expressed themselves as having profited from the review of this practical subject. With these changes in the curriculum and a strict compliance with the instructions of the Board of Education as to the matter of relief from pressure in the work of the pupils, the opportunity for making mistakes in the selection of studies has been materially lessened, to the advantage of the school.

ANNUAL DRILL.

It has been the custom of the school to give some kind of an entertainment during the year in order to raise funds to pay the expenses incident to the annual prize drill of the companies of the battalion. Under the rules of the Board of Education this was not allowed last year. Permission was secured to charge a small fee for admission to the park where the drill was held, as it would have been a hardship on the cadets to pay a tax. The receipts from the drill were sufficient to defray all expenses connected with that event itself and to pay all cost attendant upon the exhibition given by the school in June, which is referred to below. In spite of these expenditures there is a small balance on the right side of the account.

Three companies participated in the drill. The prize was won by Company C, under the command of Captain Mattingly, who received the medals from the hand of Gen. H. V. Boynton, president of the Board of Education.

THE EXHIBIT.

In the opinion of the principal, nothing has heretofore been done by the school that has given the public a better idea of its work and purposes than the exhibit held June 11 and 12. It is safe to say that at least 5,000 people availed themselves of this opportunity to examine the work of the pupils, which covered a broad field and embraced nearly the whole course of study. There was an emphasis on certain features of the work which made the whole display more attractive. The art work of the drawing department, the practical application of mechanics illustrated in many ways in the physics laboratory, the experiments in chemistry, the work in biology, the classes in physical training, the work of the business department, the finished products of the manual training school boys, the work in English, in Latin, in history, in German, were all shown with good effect and elicited the commendation of visitors. The preparation for this exhibition involved both time and labor on the part of teachers and pupils, but the results have already proved beneficial to the school, in a better understanding on the part of officials and the public of what has been achieved and what are the strongest necessities in the problem of improving the education now given.

LUNCH ROOM.

A new feature of the year was the establishment of a lunch room in the building, where the proper kind of food was served to pupils at reasonable prices. Some of the pupils bought their whole luncheon and others supplemented the usual luncheon brought from home by such articles as soup, cocoa, or fruit. The Board of Education gave the lunch-room privilege to outside parties. Those in charge have earnestly endeavored to make the affair a success, the pupils responding for a while with some degree of enthusiasm, but as the good weather of spring and summer came on many of them spent their recess in the street and made their purchases of hucksters outside of the building. The sales have varied from 150 to 350 a day and the amount taken in from \$2.00 to \$8.00.

SAMPLE MENU.

	Cents.
Buns, homemade doughnuts, and gingerbread.....	1
Homemade peanut brittle and sugar caramels.....	1
Ham sandwiches.....	3
Milk.....	1 and 2
Cup of cocoa.....	3
A large cup of cocoa, with bread.....	5
A cup of soup.....	3
Bowl of soup, with bread.....	5
Fruit at reasonable prices.	

The prices quoted were maintained throughout the year.

PHYSICAL TRAINING.

Exercises in physical training were given to the boys during a part of the year. This training, which was given by an instructor once a week, made it possible for the boys to exercise fifteen minutes a day under the command of leaders, with much benefit to themselves. The girls took similar exercise simultaneously with the boys, and they also were under pupil leadership. The girls remained in their class rooms and the boys occupied the corridors during the drill.

BUILDING ACCOMMODATIONS AND EQUIPMENT.

The needs of the school in the way of equipment are many. There is not a drinking fountain in the building. The pupils, 600 in number, are all compelled to go to the basement whenever they want a drink of water and to get it from a faucet which empties into an unsightly sink. Two drinking fountains in the basement, two on the first floor, and two on the second would greatly help the discipline of the school. In addition to this, there should be six stationary wash basins in the basement, near the toilet rooms, three for the boys and three for the girls. In the laboratory of the chemistry department there is an imperative need of porcelain-lined sinks. The floors of the building are in a bad condition and should be replaced throughout by new ones.

PRESSURE OF WORK IN ALL THE HIGH SCHOOLS.

Some complaint was made to the Board of Education at the beginning of last year of overpressure in the high schools, followed by a careful investigation of the whole question by the principals of the various schools and by the director. The result showed some pressure in the academic and scientific courses of the first-year class and in the groups of normal candidates in both of these courses in the fourth-year class. It was found that the pupils of the technical course were not overworked in any year, nor were the pupils of the other courses in the second and third years. A study of the case showed the condition to be due to the following causes: some years ago the board of trustees passed a regulation forbidding the assignment of lessons for home study to pupils of the lower grades and limiting the requirements for home work in the upper grades to a very short time per day. The practical result of this regulation has been to throw the real burden of school work upon the teacher, while the pupil has been "carried" instead of developed in habits of independent study and personal responsibility. As a consequence of these conditions, year after year pupils have come into the high schools lacking the power properly to master their tasks by themselves, without the habit of study, and with little or no sense of responsibility. In addition to these facts, the difference of system between the graded schools and the high schools has tended to embarrass the pupil. In the former school, one teacher, teaching all subjects of each grade and having not more than forty or fifty pupils, has been able to get intimately acquainted with them and to exercise immediate and constant watchfulness over their work; but in the high schools, where, owing to the "department plan," each pupil is taught by from four to six teachers, some of whom meet him only one hour per week, and where he is only one of perhaps two hundred or more pupils with whom that teacher may have to deal, the pupil must of necessity be left in a greater measure to look after himself and manage his own school affairs. It was felt by many that certain texts used in the high school were too difficult for the average first-year pupil and that simpler material should be employed at the beginning of the course. Because of these conditions the board of education, upon the recommendation of the director of high schools, in November, 1900, passed a rule requiring that during the first half year, in the case of the academic and scientific first-year pupils, one of the five weekly lessons in algebra, Latin, German, and French should be an unprepared one on the part of the pupil. One of the four lessons per week in history was dropped, and music was not required, as formerly. The text-book used by the first-year class in the study of English—De Quincey's *The Revolt of a Tartar Tribe*—being deemed too difficult, has been replaced by one more within the grasp of the students—Parkman's *Defeat of*

Braddock. The work of the second and third year classes was not modified.

The principal and, indeed, the only cause for concern in the case of the fourth-year normal candidates was the tension induced by the anxiety of this group of pupils concerning the normal-school examination. In their effort to secure a high rating in the high school these students, mostly young ladies, were worrying to such a degree that what was a proper requirement for the average fourth-year pupil was an overburdensome one for them. In order to lighten the pressure upon them, they were permitted to take only three major subjects, instead of the four formerly demanded for graduation, but with a required aggregate of eighteen hours of class work per week, the time to be made up in music, physical training, and drawing. This step relieved the strain upon the normal group materially, but it is worthy of note that few pupils have taken advantage of the opportunity to go through the fourth year with less than the former requirement of four major studies.

DISCIPLINE.

The character of every system of discipline must be determined by the material with which it has to deal and the object it has in view. The class of pupils attending the Washington high schools can not be excelled in any schools of the like kind in the country. The large number of persons employed in the Government service and the great group attracted to the capital city as a place of residence appreciate the advantages offered by the public schools and place their children in them. Naturally the tone of these pupils is high in culture, character, and ideals of conduct.

In a school community certain restrictions must be placed upon the individual for the benefit of the many. Pupils are shown that only such limitations as the experience of the school has proved to be necessary are made. Again, they are taught to take that attitude toward the community interest which shall insure the benefit of the greatest number, and to do this of their own free will. In this way they are led voluntarily to adjust themselves to the circumstances in which they live, as they must do at a later stage when they undertake to establish themselves in the community of grown men and women.

Aside from regulations necessary to the smooth running of large schools, whose machinery should operate without friction or jar, there is a greater discipline expected which should largely determine the value of the school in the community. If it is the function of the high school to sharpen the intellect, train the body, and develop the character, surely its greatest responsibility will be to realize the last of these three requirements. The word "character" in this statement should have larger content in the teacher's

mind than has been given to the term by many. It should mean something more than that a boy is to be honest to his teacher and his mates. Teachers are bound to train pupils to do something more than abide by the moral law. In the plastic years of high-school life there is a happy opportunity for implanting the highest ideals of conduct. Manhood which is clean, strong, and aspiring, womanhood which is pure, gentle, and altruistic, can and must be taught as the noblest achievements of school life. These great things can not, however, be taught by "preaching" nor can they be instilled into the young by any doctrine of fear.

It is most unwise to establish during the four years or the high school, any other incentive than those which will be in operation after the diploma has been received and the larger life begun. As a consequence there should be no "demerits," but rather a constant effort to emphasize those forces which control conduct and fix character: deference to public opinion, the desire for the approval of the community, the recognition of the rights of others, and aspiration for community betterment. These ideas, when accepted as the standards of a school, breed in the pupils self-development and self-control, an elevated school tone resulting in the highest type of character training. Through the prevalence of these ideas the strong are strengthened and the weak and shifty are developed in a way to lessen their menace to society.

It is a pleasure to bear witness to the fact that the teachers of the high schools are almost unanimously in sympathy with these principles and commendably efficient in the training of their students to exact of themselves the highest standards of routine discipline and character development.

LIBRARIES.

The libraries of the white schools are unfortunately at a standstill. It has been possible to secure, through the contingent fund, a brief list of periodicals for each school library, also a few of the most-needed reference books. Yet this provision hardly keeps pace with the wear and tear incident to the proper use of the libraries. It is most deplorable that the M Street High School, which especially needs an abundance of helpful books, is but poorly supplied. In fact, its collection hardly deserves the name of a library at all, not a few of the books being merely old school text-books worn out and left behind by those who have withdrawn from the school. There are some reference books in good condition and a few books of a general character fitted to the needs of the school, but the necessity for a generous appropriation for books is great. When the new city library shall be completed, this need for books will be partly met, but only partly. Books are required in a school library near at hand. The library is, for the English and history teacher at least, a working laboratory. To be effective it must be adequate and accessible. It is again respectfully

urged that a sum of money fitted to these needs be secured by a special provision of the Congressional appropriation.

PHYSICAL TRAINING.

Some one has said that "the scholar is the complaining man who eats too much and exercises too little." The trained student who is deficient in health may have the ability to concentrate his attention upon Greek roots, Latin constructions, and differential calculus, but the effort is expensive. Why? Because the machinery which makes blood and sends it to the brain is not in good condition. The machinist who does not use the oil can can not compete with the wise man who takes time to prepare his machine for the day's work.

Work must appeal to sense and not to sight. In the introductory talks to this year's first-year (freshman) class an effort was made to show the intimate relation between mind and body. These pupils know that exercise develops the muscles and through the muscular system the nervous system, but parents as well as pupils must learn that the brain substance itself develops along with growth of nerve and muscle. An awkward girl has often been quickened by gymnasium work into a successful student. Through the work of the school it must be shown in the home that the brain is an organ as material as the muscles of arms or legs, that the relationship is intimate, and that with increased muscular power comes increased mental force.

Physical training is no longer a fad, but a necessity. Over two hundred cities have incorporated it as part of the public-school system, three hundred colleges employ men and women who make it their life work, hundreds of gymnasiums have been established by Germans and Swedes, and the great metropolitan newspapers devote more space to athletics and health notes than to Congressional debates. There is always danger, however, of the pendulum swinging too far. Washington educators are conservative and will, it is believed, avoid that pitfall.

HYGIENE AND ANATOMY.

The ignorance of our pupils about their bodies is appalling. If so little is known about the machine, how can it be kept in working order? The director of the work enlightens her own immediate pupils on the necessity of caring for the body and prescribes ways and means, but the program precludes the possibility of reaching all the pupils more than once a year. Our most imperative need is an intelligent committee of influential men and women who will select practitioners of medicine (men and women who know how to talk) to lecture to our pupils on the organs, their uses and abuses. Supplementing the exercises, such talks would be invaluable. One a month (on a regularly appointed day) for all first-year pupils, then for second-year class, and so on, would enable all pupils to hear two lectures before the close of school in June.

ATHLETIC CLUBS FOR GIRLS.

The three athletic clubs were never in so flourishing a condition as at present. The examinations have been more rigid, but in spite of this the applicants have been more numerous. These clubs are organized and governed by pupils under the direction of teachers. The pupils seem to govern themselves, but no important move is made without a conference with the director of the work. An expert teacher is present and leads all games. A new feature will be attempted this year in sports and games. The plan is to develop the senses, sight, touch, and hearing through games which will introduce objects of various color, size, form, and tones. Progression along this line will be effected by recognizing form, color, or tones, stationary and then moving.

Fifty-nine girls applied and 49 passed the physical examination to enter the Girls' Athletic Club at the Central High School. The 10 doubtful ones were sent to physicians. One of the 10 was declared strong enough to enter games; the remainder were advised to take the milder exercises in the regular course for one year.

REVISED SECOND-YEAR EXERCISES.

Finding the interest not so great as in the other classes, it was deemed wise to revise the exercises of the second year. Progression is achieved through more complicated movements and the threefold value of the work more accentuated. The spirit of the work in this class is improving and the lesson they are trying to learn is this: that a woman's body can not be improved without improving her character. A woman whose head is properly poised, who walks easily and fearlessly, has noble thoughts and true impulses.

TRAINING FOR BOYS.

Physical training for the boys of the high schools was inaugurated in January, 1901, thus covering twenty weeks, or one hundred half hour's work for each pupil. The work consisted of elementary or free-hand work conducted weekly in the drill halls of the schools which have no gymnasium. Realizing that this work was somewhat of an experiment it was thought advisable to start the practice work at once. Pupils were instructed in the drill hall by sections, the days when the instructor was assigned to the different schools being so selected that the majority of pupils had a free period. It was found that a very small number of pupils had any idea of what physical training means more than preparing for baseball, football, or some other athletic work. When they were given the free-hand exercises it was heard on all sides, "What good does that do?" pupils, thinking that in order to get exercise they needed a 5-pound dumb-bell or an Indian club. The work of this initial year was conducted somewhat blindly, as the physical conditions were not known, more than what

could be observed from class work. For this reason elementary work only was given, as it could not harm the most delicate. Fifteen minutes' daily work was started the last week in February, with the pupils assembled in the corridors or class rooms, the work being directed by pupils who had shown some fitness for the position of leaders. The idea of this work was to relieve the mind and better the circulation of the blood through exercises given to accelerate respiration. This period should be a great benefit to pupils, aside from the relaxation.

Athletic teams were organized in each of the schools and competed in the different athletic contests held during the season. Central High School winning the relay championship of America at Philadelphia, the Western High School also sending a relay team. The annual high school field day was of unusual interest, as each high school had a strong team. The championship was not decided until the last event was finished, the Central School winning by $1\frac{1}{2}$ points. Each of the four schools had strong teams in the baseball league, it taking a 10-inning game to decide the championship. A field day was held in the yard of the M-street school, all of the events being well contested.

CADETS.

The cadet regiment of the year 1900-1901 was organized under the supervision of its military instructor, Col. Burton R. Ross, during the first week of October, 1900. The cadets were instructed for two months with such intelligence and enthusiasm that the regiment was allowed to participate in the parade which occurred on the 12th of December in celebration of the centennial of the District of Columbia. The regiment presented itself with credit on this occasion, but gained more laurels on the 4th of March, when it acted as part of the President's guard in the inaugural parade.

The third time the regiment was exhibited was on May 2, 1901, in the annual regimental drill. After the regiment, accompanied by the United States Marine Band, had paraded through a portion of the city it was presented by its colonel, Clarence E. Boesch, to the Commissioners, and was then inspected by Gen. George H. Harries. On the completion of inspection the cadets participated in a sham battle. This, the first battle in the history of the regiment, was fought under the supervision of the military instructor and was a success in every particular.

The last appearance of the cadets was on June 4 and 5, on which days the several companies participated in their annual competitive drill. The movements were executed in a creditable manner, C Company of the Central School winning the prize for the greatest proficiency. At the conclusion of the drill parade was formed and the regiment disbanded for the year.

HIGH SCHOOLS A NECESSITY.

The value of public education to the state is twofold: it should prepare the many for good citizenship by increasing the general intelligence and the competency in pursuit of the means of a livelihood: it should develop in the stronger few a capacity for leadership, leadership of two kinds—that which actively formulates the plans by which great movements are guided, from the management of a business house to the control of public policy, and that which, by honesty of purpose and breadth of view, educates that portion of the community with which it comes in contact to better standards of thought and action. One person so trained is of greater value to the state than a hundred who have only the elementary training which results in an ability to earn their daily bread, because the one guides the hundreds and so makes all of greater worth. If the education of the one cost the people ten times as much as that of the many, it is still money well invested. The truth of this is recognized by the State governments in the aid given State universities.

Between the primary education for all and the higher institutions for the selected few stand the high schools, whose business it is to prepare those who desire it for the pursuit of this more highly specialized training and to fit those who can go no farther for their share in this highest form of citizenship. An institution must be judged worthy to exist by the measure in which it accomplishes the object for which it was created. To this judgment the Washington High School is prepared to submit.

Twenty-two per cent of the graduates of the academic schools enter college. These pupils are scattered among the many institutions from Harvard to Leland Stanford, from Holyoke to Woman's College, and in every college the record is one of credit. The following extracts are from the many letters and records received from the colleges. At the conclusion of a letter in which certificate rights of Johns Hopkins are given to the Washington schools, Mr. T. R. Ball says:

The dean and I have an excellent opinion of the Washington High School boys who have been here, some of them being among our best students.

Harvard and Yale send from time to time the records of boys, some of whom are found in the highest ranks; none among the failures. The head of the English department of Lehigh writes:

I think highly of the boys you send us and of the preparation they receive; most of all because the best of them are able to do sustained work.

The record of Leland Stanford is equally fine and comes with enthusiastic praise of three boys who have distinguished themselves in English and drawing.

Dean Hodgkins of Columbian University says:

I think I do not exaggerate when I say that high-school students as a rule rank above the average of the class in their work. I have had considerable opportunity to observe the results of high-school teaching and training, and I believe that the high-school students are better taught to-day than at any previous time. I find that their scholarship is more exact and that their training is more satisfactory than formerly. They know better how to study and they appreciate better their own limitations than they did five years ago.

From the registrar of Cornell comes this clear-cut statement at the close of record of all the Washington students who have entered Cornell:

The record made by students from the above school would indicate that the school is doing exceptionally good preparatory work. My personal and official knowledge of the students from the school convinces me that they rarely come poorly prepared, and that the school has taken a very high rank among Cornell's preparatory schools.

From the colleges for girls the report concerning the standing of the school is uniformly good, and from each comes the official recognition of the exceptionally strong work of certain students. Woman's College in an official record of ten girls characterizes the work of eight as fine, superior, or excellent. In a private letter from one of the Smith College professors is the comment that the registrar had said the Washington High School had never sent a poor girl to Smith. This is confirmed by the official report of the registrar that the preparation is high. At the present time one of our girls is in Germany, on the European fellowship of Bryn Mawr.

The 50 or 60 men who graduate from West Point each year are in the sternest sense picked men. Applicants for admission to the Military Academy are appointed from the keenest minds of the different sections of the United States. They in turn are subjected to a rigid examination before entrance. Once entered, not more than a third usually stand the test of the severe course. It is the proud record of the Washington High School that not one boy sent from it has failed, and that the list of those who have stood in the proud upper five from year to year is too long for publication.

The body of workers to which the greatest numbers of high-school graduates belong is the teachers of the public schools. Comment on the importance of this profession, on the far-reaching, vital influence it exercises, is unnecessary. But it should be considered that it has been found impossible to secure from other sources teachers capable of doing work so good as that done by those trained here in the normal school. It should further be considered that each year the normal school accepts 50 (white) members to be given professional training; that until very recently only graduates of the high schools were accepted, and that now but 5 of the 50 may be college graduates; that hence the only academic preparation received by the greatest number

of this great body of teachers is that which has been given by the high schools of the city. It is clear that the influence of that training must extend through every branch of the public schools, since almost every teacher in the first five grades, many in the sixth, seventh, and eighth, some in the high schools, most of the special teachers, and nearly the entire normal-school force are graduates of the Washington high schools. If a school did no work but this of preparing the men and women who are to hold in their hands the physical, intellectual, and moral training of the children of the city, it would be an institution of inestimable value, whose maintenance, through the loyal support of the citizens of the District, would be an imperative public necessity. But this is not all. In every phase of the city's activity are to be found former students of the high schools. Fourteen commissioned and 27 noncommissioned officers of the District regiment, led by General Harries in the Spanish war, 1898, were high-school boys. Many served in the ranks. Many more officers served in the United States Navy, and from the campaign in Cuba to the present moment, through the conduct of affairs in China and the Philippines, the high-school boy has proved that his education has fitted him to be a leader of men.

The professions of law and medicine are filled with graduates of the schools. The assistant district attorney is a high-school graduate. Seventy-five members of the Bar Association are high-school boys; in fact, there is scarcely a law firm of note in Washington that does not contain one or more of them. In medicine the record is equally good. The health officer is a high-school boy; another is superintendent of Garfield Hospital. In the staffs of other hospitals and in private practice here in the city are to be found 60 others. Three of the girls who have been graduated from the training school for nurses are now directors of departments of large city hospitals.

In the business world the same condition prevails. High-school boys are architects, draftsmen, builders, engineers, and machinists. Positions of trust in banks and offices are filled by them. They are heads of departments in large stores. They are conducting business for themselves. The *Star*, *Post*, and *Times*, from the business department to the editorial staff, count high-school boys among their number. In other words, where trained brains and hands and quickness of thought are wanted there are the pupils of the high schools.

CONCLUSION.

I wish to express for all teachers of the high schools, as well as for myself, my appreciation of consideration and support given by yourself and the members of the Board of Education throughout the year.

Very respectfully,

F. R. LANE,
Director.

172 PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA.

Name, location, description, and cost of school buildings owned.

Name.	Location.	Style of building.	Size.	Description.
High schools:			<i>Feet.</i>	
Central	O, between 6th and 7th streets NW.	Brick	197 by 55	Three stories and basement.
Eastern	7th and C streets SE.	do	86 by 164	do
Western	35th and T streets NW.	do	69½ by 174½	do
First division:				
Adams	R street, between 17th street and New Hampshire avenue NW.	do	73 by 83	Two stories and basement.
Berret	14th and Q streets NW.	do	50 by 100	Three stories and basement.
Dennison	R, between 13th and 14th streets NW.	do	92 by 89	do
Force	Massachusetts avenue, between 17th and 18th streets NW.	do	90 by 73	do
Franklin	13th and K streets NW.	do	148 by 79	do
Harrison	13th, between V and W streets NW.	do	75 by 101	Two stories and basement.
Phelps	Vermont avenue, between T and U streets NW.	do	70 by 84	do
Thomson	12th, between K and L streets NW.	do	91 by 28	Three stories and basement.
Second division:				
Abbott	New York avenue and L street NW.	do	102 by 42	do
Eckington	1st and Quincy streets NE.	do	72 by 94	Two stories and basement.
Henry	O, between 6th and 7th streets NW.	do	89 by 73	Three stories and basement.
Morse	R street, between New Jersey avenue and 5th street NW.	do	81 by 69	Two stories and basement.
Polk	7th and P streets NW.	do	70 by 84	do
Seaton	I, between 2d and 3d streets NW.	do	94 by 69	Three stories and basement.
Twining	3d, between N and O streets NW.	do	81 by 69	Two stories and basement.
Webster	10th and H streets NW.	do	107 by 84	Three stories and basement.
Third division:				
Brent	3d and D streets SE.	do	81 by 69	Two stories and basement.
Carbery	5th, between D and E streets NE.	do	70 by 84	do
Hilton	6th, between B and C streets NE.	do	57½ by 93½	do
Lenox	5th street between G street and Virginia avenue SE.	do	70 by 83	do
McCormick	3d, between M and N streets SE.	do	55 by 55	do
Maury	B, between 12th and 13th streets NE.	do	70 by 84	do
Peabody	C and 5th streets NE.	do	90 by 90	Three stories and basement.
7th and G streets SE.		do	40 by 22	Two stories.
Towers	8th and C streets SE.	do	56 by 104	Two stories and basement.
Wallach	D, between 7th and 8th streets SE.	do	99 by 76	Three stories and basement.
Fourth division:				
Amidon	F and 6th streets SW.	do	81 by 69	Two stories and basement.
Bradley	13½, between C and D streets SW.	do	70 by 84	do
Greenleaf	4½, between M and N streets SW.	do		do
Jefferson	D and 6th streets SW.	do	172 by 88	Three stories and basement.
Potomac	12th street, between Maryland avenue and E street SW.	do	72 by 32	Two stories.
Smallwood	I, between 3d and 4½ streets SW.	do	70 by 83	Two stories and basement.
Fifth division:				
Addison	P, between 32d and 33d streets NW.	do	54 by 98	do
Corcoran	28th street, between M street and Olive avenue NW.	do	68 by 82	do
Curtis	O, between 32d and 33d streets NW.	do	97 by 79	Three stories and basement.

* Part of Wallach site.

Name, location, description, and cost of school buildings owned.

How heated.	When erected.	No. of rooms.	Size of site.	Value of site.	Cost of building.	Total cost.
Steam	1883	49	<i>Sq. feet.</i> 96,300	\$137,625.00	\$118,078.00	\$255,703.00
.....do	1891	22	(a)	(a)	77,000.00	77,000.00
Furnace and steam	1898	29	116,598	30,000.00	101,084.36	131,084.36
Furnace	1888	8	11,460	17,240.00	26,652.00	43,892.00
.....do	1889	9	5,000	15,000.00	25,048.50	40,048.50
Steam	1884	12	24,648	23,200.00	45,181.00	68,381.00
.....do	1879	12	21,828	60,000.00	36,215.00	96,215.00
.....do	1869	16	14,946	11,100.00	188,000.00	229,100.00
Furnace	1890	8	11,540	19,200.00	27,796.00	46,996.00
.....do	1887	8	11,468	19,466.00	24,521.00	43,987.00
.....do	1877	6	3,229	6,780.00	8,000.00	14,780.00
.....do	1876	9	6,448	16,120.00	20,000.00	36,120.00
.....do	1898	8	13,500	10,800.00	28,383.74	39,183.74
Steam	1880	12	(b)	(b)	45,000.00	45,000.00
Furnace	1883	8	18,318	11,500.00	23,670.00	35,170.00
.....do	1891	8	(b)	(b)	27,000.00	27,000.00
Steam	1871	12	18,750	24,375.00	35,000.00	59,375.00
Furnace	1883	8	18,717	11,230.00	24,070.00	35,300.00
Steam	1884	12	8,418	21,000.00	41,053.00	62,053.00
Furnace	1883	8	8,500	8,500.00	22,065.00	30,565.00
.....do	1887	8	11,751	8,800.00	29,980.00	38,780.00
.....do	1898	8	7,500	11,000.00	28,368.25	39,368.25
.....do	1889	8	10,928	5,500.00	25,135.00	30,635.00
.....do	1870	4	13,575	4,395.00	7,000.00	11,395.00
.....do	1886	8	18,792	6,000.00	25,798.00	31,798.00
Steam	1879	12	14,620	21,900.00	38,150.00	60,050.00
Stoves	1840	2	3,163	2,370.00	1,200.00	3,570.00
Furnace	1887	8	(a)	(a)	24,999.00	24,999.00
Steam	1864	14	96,760	106,436.00	40,000.00	146,436.00
Furnace	1882	8	8,953	7,835.00	18,232.00	26,067.00
.....do	1887	8	13,189	6,594.00	24,992.00	31,586.00
.....do	1896	8	15,000	10,500.00	24,527.00	35,027.00
Steam	1872	20	69,788	38,400.00	72,000.00	110,400.00
Stoves	1870	4	5,837	2,918.00	4,500.00	7,418.00
Furnace	1888	8	14,190	8,519.00	26,652.00	35,171.00
.....do	1885	8	12,450	7,470.00	29,313.00	36,783.00
.....do	1889	8	14,400	7,700.00	25,952.00	33,652.00
Steam	1875	10	24,396	18,500.00	60,000.00	78,500.00

^b Part of Central High School site.

174 PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA.

Name, location, description, and cost of school buildings owned—Continued.

Name.	Location.	Style of building.	Size.	Description.
Fifth division—Continued.				
Fillmore.....	35th, between U and V streets NW.	Brick.....	<i>Feet.</i> 70 by 84	Two stories and basement.
Grant.....	G, between 21st and 23d streets NW.	.....do.....	92 by 88	Three stories and basement.
High Street.....	35th and S streets NW.	Frame.....	58 by 30	Two stories.
Jackson.....	U, between 30th and 31st streets NW.	Brick.....	70 by 84	Two stories and basement.
Threlkeld.....	36th street and Prospect avenue NW.	.....do.....	75 by 29	Two stories.
Toner.....	24th and F streets NW.	.....do.....	67 by 85	Two stories and basement.
Weightman.....	M and 23d streets NW.	.....do.....	76 by 82	.....do.....
Sixth division:				
Arthur.....	Arthur place, between B and C streets NW.	.....do.....	67 by 84	.....do.....
Blair.....	I, between 6th and 7th streets NE.	.....do.....	70 by 84	.....do.....
Blake.....	North Capitol, between K and L streets NW.	.....do.....	70 by 84	.....do.....
Gales.....	1st and G streets NW.	.....do.....	90 by 66	.....do.....
Hamilton (county).....	Bladensburg road	.....do.....	.....do.....	Two stories.
Hayes.....	5th and K streets NE.	.....do.....	70½ by 93½	Two stories and basement.
Langdon (county).....	Langdon, D. C. (Queens Chapel road).	Frame.....	.....do.....	Two stories.
Madison.....	G and 10th streets NE.	Brick.....	70 by 84	Two stories and basement.
Pierce.....	G and 14th streets NE.	.....do.....	70 by 84	.....do.....
Taylor.....	7th, between F and G streets NE.	.....do.....	70 by 84	.....do.....
Seventh division (county):				
White—				
Brightwood.....	Brightwood, D. C.	.....do.....	.....do.....	.....do.....
Bunker Hill Road.....	Bunker Hill road.	.....do.....	.....do.....	One story.
Brookland.....	Brookland, D. C.—Lansing and Wallace streets.	.....do.....	.....do.....	Two stories and basement.
Chevy Chase.....	Connecticut avenue extended.	Frame.....	.....do.....	Two stories.
Conduit Road.....	Conduit road.	.....do.....	.....do.....	One story.
Hubbard.....	Kenyon street, between 11th and 12th street.	Brick.....	.....do.....	Two stories and basement.
Johnson.....	School and Grant streets, Mount Pleasant.	.....do.....	.....do.....	.....do.....
Monroe.....	Steuens street, between Brightwood and Sherman avenues NW.	.....do.....	70 by 84	.....do.....
Mount Pleasant.....	School street, Mount Pleasant.	Frame.....	.....do.....	Two stories.
Reservoir.....	Conduit road	.....do.....	.....do.....	.....do.....
Tenley.....	Tenley, D. C.	Brick.....	.....do.....	Two stories and basement.
Woodburn.....	Riggs road, near Blair road.	.....do.....	.....do.....	.....do.....
Colored—				
Brightwood.....	Military road, near Brightwood.	Frame.....	.....do.....	One story.
Bruce.....	Marshall street, between Brightwood and Sherman avenues NW.	Brick.....	71½ by 86	Two stories and basement.
Fort Sloeum.....	Blair road	Frame.....	.....do.....	One story.
Grant Road.....	Grant road, between Tenley and Connecticut avenue extended.	.....do.....	.....do.....	.....do.....
Ivy City.....	Ivy City, D. C.	.....do.....	.....do.....	.....do.....
Chain Bridge Road.....	Chain Bridge road, near Conduit road.	.....do.....	.....do.....	.....do.....
Mott.....	Turnbull and 6th streets NW.	Frame and brick.	.....do.....	Two stories.
Wilson.....	Central avenue, between Erie and Superior streets NW.	Brick.....	70 by 84	Two stories and basement.
Eighth division:				
White (city)—				
Buchanan.....	E, between 13th and 14th streets SE.	.....do.....	.....do.....	.....do.....
Cranch.....	12th and G streets SE.	.....do.....	79 by 36	Three stories and basement.
Tyler.....	11th, between G and I streets SE.	.....do.....	70 by 84	Two stories and basement.

Name, location, description, and cost of buildings owned—Continued.

How heated.	When erected.	No. of rooms.	Size of site.	Value of site.	Cost of building.	Total cost.
			<i>Sq. feet.</i>			
Furnace	1892	8	18,204	\$9,925.00	\$27,046.46	\$36,971.46
Steam	1882	12	21,033	16,826.00	40,428.00	57,254.00
Stoves	1853	2	7,296	4,330.00	3,000.00	7,330.00
Furnace	1889	8	17,825	10,700.00	28,731.00	39,431.00
Stoves	1868	4	5,068	3,500.00	5,000.00	8,500.00
Furnace	1898	8	10,710	8,763.50	29,055.29	37,818.79
do	1886	8	13,712	13,712.00	29,324.00	43,036.00
do	1889	8	19,590	15,672.00	27,652.00	43,324.00
do	1884	8	22,013	6,600.00	22,071.00	28,671.00
do	1887	8	10,995	9,985.00	24,973.00	34,958.00
Steam	1881	12	12,764	22,300.00	40,116.00	62,416.00
Stoves	1881	4	32,670	800.00	4,000.00	4,800.00
Furnace	1897	8	13,671	9,999.45	28,979.61	38,979.06
Stoves	1897	4	43,560	800.00	7,964.11	8,764.11
Furnace	1889	8	9,980	6,468.00	25,644.00	32,112.00
do	1894	8	10,000	10,000.00	26,152.00	36,152.00
do	1891	8	12,650	8,475.50	26,524.50	35,000.00
Steam	{ 1888 1896 1883 }	8	18,234	5,470.00	20,885.00	26,355.00
Stove	{ 1891 1896 }	1	43,560	900.00	2,700.00	3,600.00
Furnace	{ 1891 1896 }	8	15,000	2,475.00	21,552.00	24,027.00
Stoves	1898	4	40,000	6,000.00	9,837.48	15,837.48
do	1874	1	10,890	1,089.00	1,200.00	2,289.00
Furnace	1900	8	15,626	9,375.60	38,046.44	47,422.04
do	1895	8	(*)	(*)	28,846.47	28,846.47
do	1889	8	15,000	4,500.00	23,988.00	28,488.00
Stoves	1871	4	25,530	12,265.00	9,300.00	21,565.00
do	1897	4	89,760	2,000.00	5,992.18	7,992.18
Steam	{ 1882 1896 }	8	43,560	10,890.00	27,920.00	38,810.00
Stoves	1896	4	22,174	2,696.50	10,210.00	12,906.50
do	1865	2	43,560	3,500.00	1,200.00	4,700.00
Furnace	1898	8	30,000	7,650.00	29,083.13	36,733.13
Stoves	1867	1	21,780	1,089.00	500.00	1,589.00
do	{ 1864 1880 }	2	43,560	4,356.00	1,200.00	5,556.00
do	1896	2	7,200	3,600.00	2,604.38	6,204.38
do	1	1	21,780	1,100.00	500.00	1,600.00
do	{ 1871 1882 }	10	18,150	9,075.00	17,428.00	26,503.00
Furnace	1891	8	15,000	9,000.00	26,000.00	35,000.00
do	1895	8	20,584	10,000.00	27,562.43	37,562.43
Steam	1872	6	7,776	5,100.00	16,000.00	21,100.00
Furnace	1890	8	11,588	8,691.00	25,972.00	34,663.00

* Part of Mount Pleasant school site.

Name, location, description, and cost of school buildings owned—Continued.

Name.	Location.	Style of building.	Size.	Description.
Eighth division—Cont'd.				
White (county)—			<i>Feet.</i>	
Benning	Benning, D. C.	Brick		Two stories
Anacostia Road	Anacostia road	Frame		One story
Congress Heights	Congress Heights, D. C.	Brick		Two stories and basement
Good Hope	Good Hope, D. C.	Frame		One story
Van Buren	Jefferson street, Anacostia, D. C.	Brick		Two stories and basement
Van Buren annex	do	do		Three stories
Colored (county)—				
Benning Road	Benning road	Frame		Two stories
Birney	Nichols avenue, Hillsdale, D. C.	do		do
Burrville	Burrville, D. C.	do		One story
Garfield	Garfield, D. C.	do		Two stories
Hillsdale	Nichols avenue, Hillsdale, D. C.	do		do
Colored (city)—				
High	M street, between 1st street and New Jersey avenue NW.	Brick	80 by 147	Three stories and basement
Ninth division:				
Briggs	E and 22d streets NW.	do	67 by 83	Two stories and basement
Garrison	12th, between R and S streets NW.	do	70 by 84	do
Magruder	M, between 16th and 17th streets NW.	do	56 by 104	do
Phillips	N, between 27th and 28th streets NW.	do	70 by 84	do
Stevens	21st, between K and L streets NW.	do		Three stories and basement
Sumner	M and 17th streets NW.	do	94 by 69	do
Wornley	Prospect avenue, between 33d and 34th streets NW.	do	70 by 84	Two stories and basement
Tenth division:				
Banneker	3d, between K and L streets NW.	do	81 by 69	do
Douglass	1st and Pierce streets NW.	do		do
Garnet	U and 10th streets NW.	do	90 by 73	Three stories and basement
John F. Cook	O, between 4th and 5th streets NW.	do	96 by 58	do
Jones	L and 1st streets NW.	do	67 by 83	Two stories and basement
Logan	3d and G streets NE.	do	70 by 84	do
Patterson	Vermont avenue, near U street NW.	do	70 by 84	do
Slater	P, between North Capitol and 1st streets NW.	do	70 by 84	do
Eleventh division:				
Ambush	L, between 6th and 7th streets SW.	do	70 by 84	do
Anthony Bowen	E and 9th streets SW.	do	70 by 92½	do
Bell	1st, between B and C streets SW.	do	67 by 83	do
Giddings	G, between 3d and 4th streets SE.	do	70 by 84	do
Lincoln	2d and C streets SE.	do	75 by 68	Three stories and basement
Lovejoy	12th and D streets NE.	do	60 by 35	Two stories and basement
Payne	15th and C streets SE.	do		do
Randall	1st and I streets SW.	do	90 by 72	Three stories and basement
Total				

* Includes Benning Road annex.

Name, location, description, and cost of school buildings owned—Continued.

How heated.	When erected.	No. of rooms.	Size of site.	Value of site.	Cost of building.	Total cost.
			<i>Sq. feet.</i>			
Stoves	1883	4	43,560	\$2,178.00	\$8,935.00	\$11,113.00
do	1864	1	43,560	1,310.00	600.00	1,910.00
Furnace	1898	10	10,760	3,320.00	23,000.00	26,320.00
Stoves	1889	2	21,780	750.00	4,462.00	5,212.00
Furnace	1891	8	15,600	25,000.00	24,864.00	49,864.00
Stoves	1881	6	15,000	2,500.00	6,837.00	9,337.00
do	1864	4	21,780	900.00	3,135.00	4,035.00
do	1889	4	43,560	2,500.00	6,926.00	9,426.00
do	1888	2	15,000	600.00	2,750.00	3,350.00
do	1892					
do	1887	6	43,560	900.00	5,247.00	6,147.00
do	1896					
do	1871	6	41,832	1,700.00	5,000.00	6,700.00
Steam	1890	24	24,591	24,592.00	82,317.00	106,909.00
Furnace	1889	8	9,202	8,500.00	24,619.00	33,119.00
do	1889	8	14,400	16,200.00	24,540.00	40,740.00
do	1887	8	18,469	19,400.00	25,973.00	45,373.00
do	1890	8	13,302	11,400.00	26,066.00	37,466.00
Steam	1868	20	16,481	16,481.00	40,000.00	56,481.00
do	1871	10	11,984	25,156.00	70,000.00	95,156.00
Furnace	1884	8	13,240	6,600.00	23,495.00	30,095.00
do	1882	8	9,653	10,600.00	20,000.00	30,600.00
do	1896	8	9,600	10,560.00	26,296.00	36,856.00
Steam	1880	12	28,480	22,800.00	35,000.00	57,800.00
Furnace	1868	10	8,640	6,900.00	18,000.00	24,900.00
do	1889	8	14,866	11,100.00	25,396.00	36,496.00
do	1891	8	9,125	8,486.25	26,513.75	35,000.00
do	1893	8	(*)	(*)	26,118.00	26,118.00
do	1890	8	12,000	11,000.00	26,067.00	37,067.00
do	1889	8	11,000	11,750.00	23,885.00	35,635.00
do	1897	8	10,555	10,600.00	27,129.63	37,729.63
do	1889	8	11,920	9,536.00	25,609.00	35,145.00
do	1887	8	14,376	7,188.00	24,952.00	32,140.00
Steam	1871	12	11,600	17,400.00	20,000.00	37,400.00
Stoves	1872	6	14,010	5,000.00	10,000.00	15,000.00
Furnace	1896	8	8,480	4,240.00	22,695.00	26,935.00
do	1876	12	9,088	5,500.00	40,000.00	45,500.00
.....				1,350,298.80	3,002,231.71	4,352,530.51

* Part of Garnet School site.

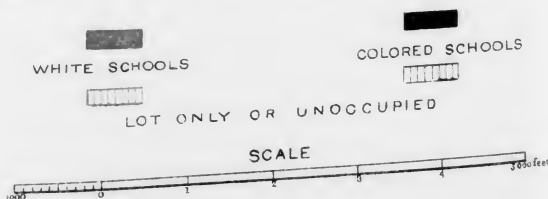


MAP OF THE
DISTRICT OF COLUMBIA
SHOWING LOCATION OF SCHOOLS

AUTHORITIES:
District of Columbia Survey Charts, U.S.C. & G. Survey.
Records of the Office of the Surveyor, District of Columbia.
Special Surveys made for preparing a Plan for High-
way Extensions, District of Columbia outside of the
City of Washington.



MAP OF THE
DISTRICT OF COLUMBIA
SHOWING LOCATION OF SCHOOLS

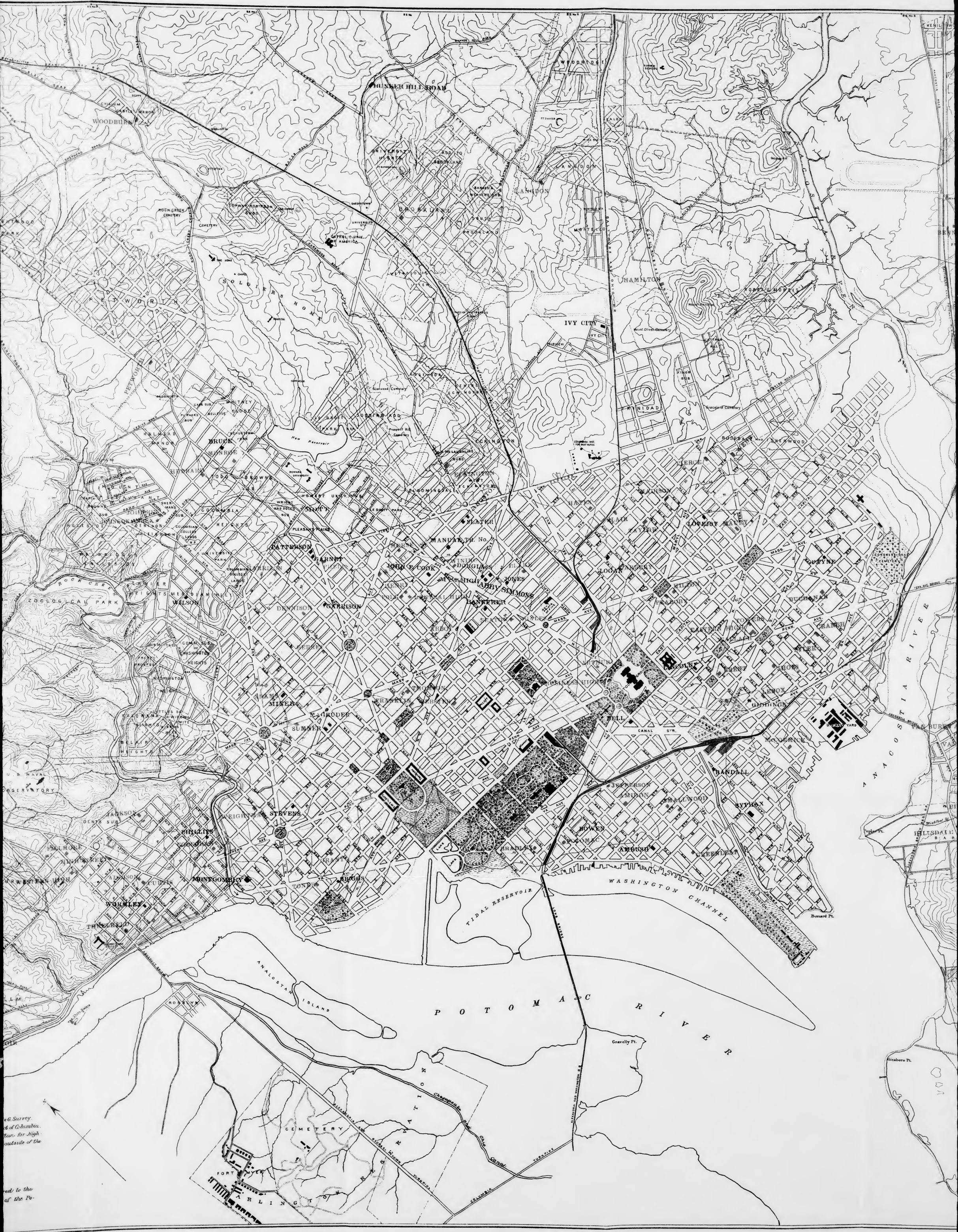


AUTHORITIES:

District of Columbia Survey Charts, U.S.C. & G. Survey
Records of the Office of the Surveyor, District of Columbia
Special Surveys made for preparing a Plan for High-
way Extensions, District of Columbia outside of the
City of Washington.

NOTES:

Elevations are in feet and are referred to the
plane 0.597 feet above half tide level of the Po-
tomac River.



6. Survey
of Columbia
River, for high
outside of the
city of the Po.

